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1911-12

JUNE, 1912

No. 1

State Normal School

QUARTERLY

Springfield, South Dakota

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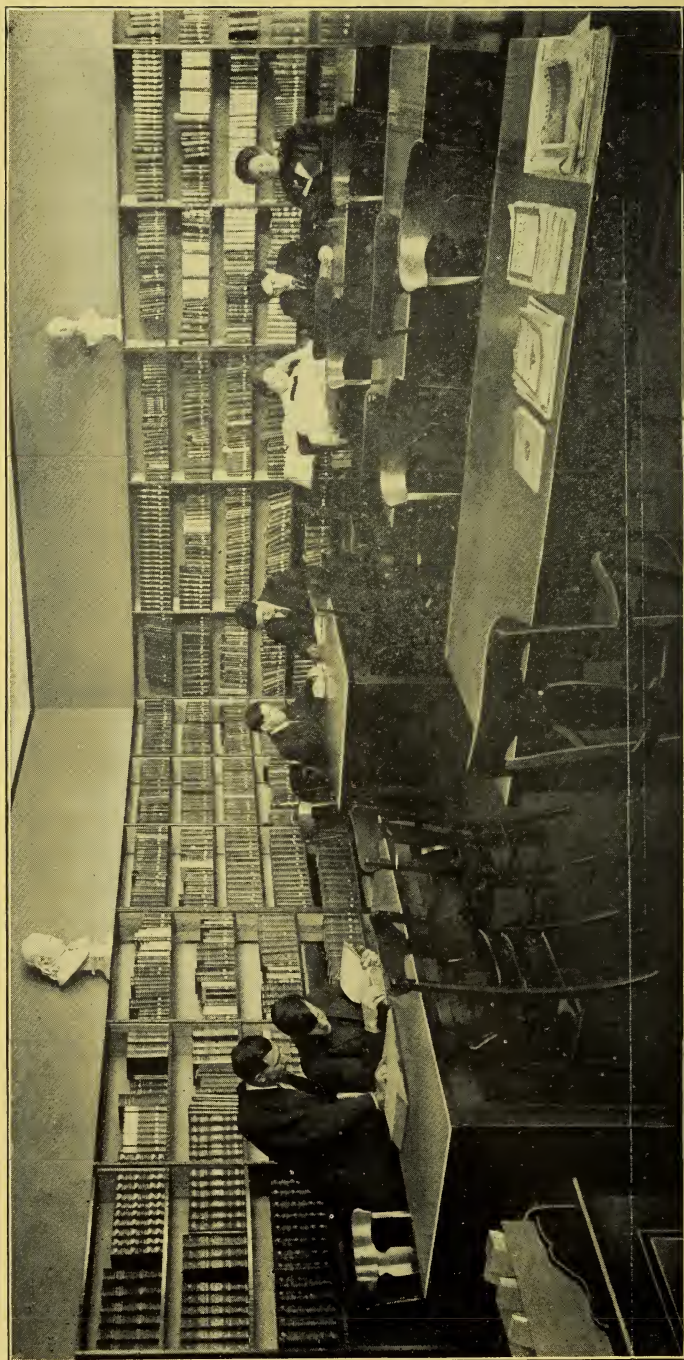
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State Normal School

QUARTERLY

Springfield, South Dakota

Containing the

Fifteenth Annual Catalog

For the Year 1911-12

and

Announcements for 1912-13.



Press of the
EDUCATOR-SCHOOL SUPPLY CO.
Mitchell, South Dakota.

REGENTS OF EDUCATION

AUGUST FRIEBERG, Beresford...Term expires Jan. 1, 1913
H. REINHARDT, Eureka.....Term expires Jan. 1, 1913
A. E. HITCHCOCK, Pres., Mitchell, Term expires Jan. 1, 1915
T. W. DWIGHT, Sioux Falls.....Term expires Jan. 1, 1915
A. M. ANDERSON, Sturgis.....Term expires Jan. 1, 1917

F. W. FORD, SecretaryElk Point
G. G. JOHNSON, State Treasurer, Treasurer Ex-Officio, Canton

STANDING COMMITTEE

AUGUST FRIEBERG _____ T. W. DWIGHT
H. H. GOODENOUGH,
Secretary of the State Normal School at Springfield

CALENDAR

1912-13

Fall Term, 1912 (12 weeks)

September 3, Tuesday—Beginning of Fall Term.
November 25, Monday—Close of Fall Term.

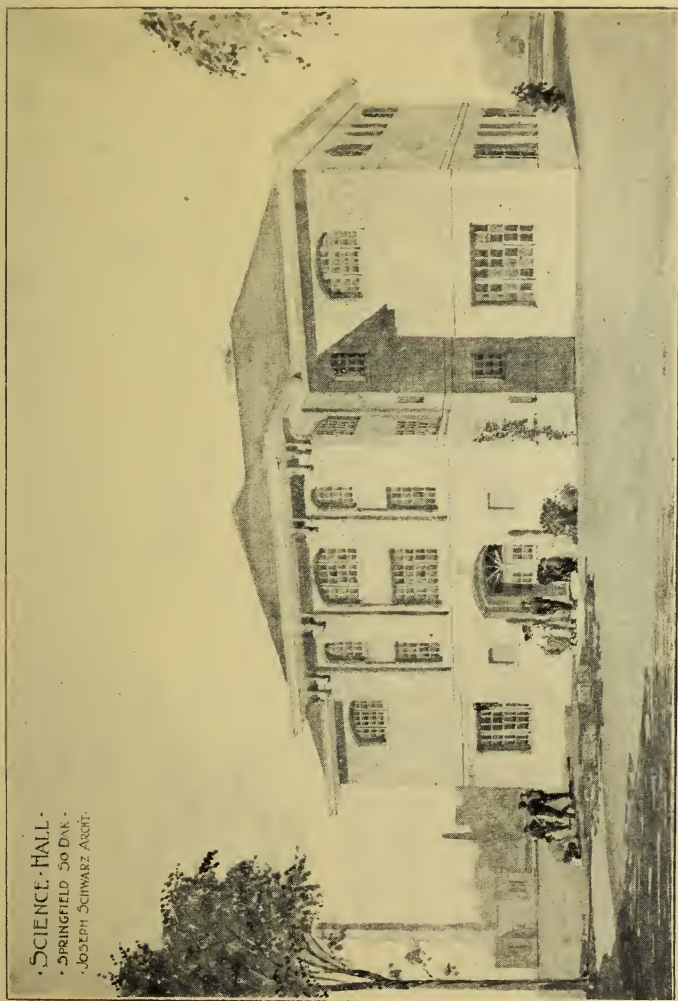
Winter Term, 1912-13 (12 weeks)

November 26, Tuesday—Beginning of Winter Term.
November 28, Thursday—Thanksgiving Day.
December 21, Saturday—Beginning of the Holidays Recess.
January 7, Tuesday—Resumption of Winter Term.
March 4, Tuesday—Close of Winter Term.

Spring Term, 1913 (12 weeks)

March 11, Tuesday—Beginning of Spring Term.
May 30, Friday—Decoration Day.
June 1, Sunday—Annual Sermon.
June 4, Wednesday—Sixteenth Annual Commencement.
Close of Spring Term.

• SCIENCE HALL •
• SPRINGFIELD 50 DAK. •
• JOSEPH SCHWARZ ARCHT. •





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FACULTY, 1911-12

GUSTAV G. WENZLAFF, A. M., LL. D., President
A. B., Yankton College; A. M., LL. D., *ibid.*; graduate student
Chicago Seminary, University of Chicago, University of
Berlin, and University of Leipzig, Germany.

Psychology and German

LILLIE S. COOPER, Principal Training Department
Student State Normal School, Kirksville, Mo.; graduate Pal-
myra Seminary, Mo.; graduate student Northern Illinois
State Normal School.

Primary Critic

BESSIE MACLAY JOHNSTON, B. S.
B. S., Knox College; graduate student University of Chicago and
Cornell University.

Pedagogy

HERBERT H. GOODENOUGH, A. B., Secretary
Student Massachusetts Agricultural College; A. B., Oberlin Col-
lege; graduate student, *ibid.*

History and Sociology

MARSHALL F. HOOPES, A. B.
A. B., Oberlin College.

Mathematics

ARCH CRAWFORD, A. M.
Graduate Indiana State Normal School; A. B., University of
Indiana; A. M., *ibid.*

English

WORTHY JOHNSON, B. S.
Graduate State Normal School, Athens, Ga.; B. S., Columbia
University.

Drawing, Domestic Science and Art, and Manual Training

EDITH WARD, B. S.
B. S., Rio Grande College.

Latin and Assistant in German

VERNE E. LEROY, A. B., M. S.
A. B., Ohio State University; M. S., Ohio University.

Biology and Physiography

EARL CRAFTS, B. S.
B. S., University of Chicago and Ohio Northern University;
graduate student University of Chicago.

Physics and Chemistry (Fall Term)

ARTHUR B. CARR, A. B.
A. B., Albion College; graduate student University of Michigan.

Physics and Chemistry (Winter and Spring Terms)

GERTRUDE A. GALLATIN
Graduate Hartsock Commercial College, St. Louis.

Shorthand and Commercial Branches

CLARA MAY HINSDALL
Graduate Bethany College Conservatory of Music; pupil of Emil
Liebling, George Holt, and O. E. Robinson.

Piano and Voice

HAZEL KOENIGSBERGER
Post Graduate Student Highland Park College of Music.

Violin (Fall and Winter Terms)

ABBIE M. FELLOWS
Graduate Northern Illinois State Normal School; student Uni-
versity of Illinois.

Grammar Critic

ALICE CORA MEYERS
Student Northern Illinois State Normal.

Intermediate Critic

HELEN C. PATTEE
Student Northern Indiana Normal University.

Second Primary Critic

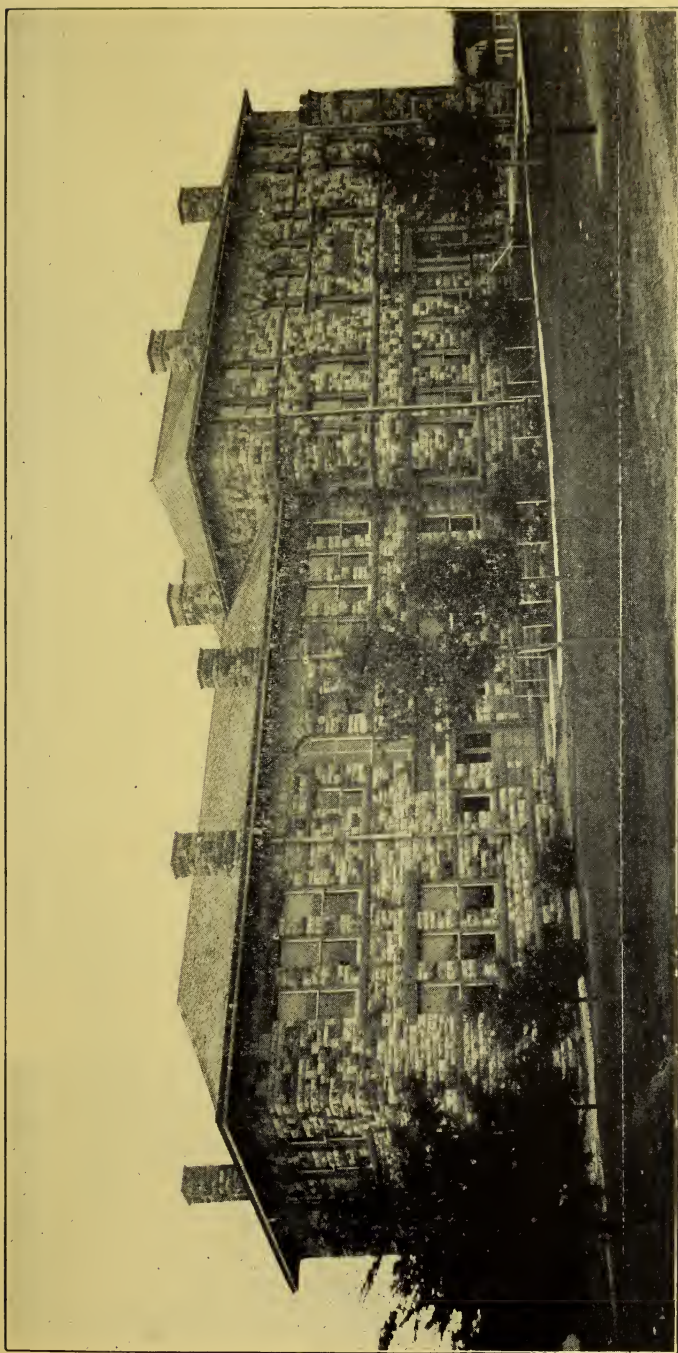
ADELIA D. HILTON
Student University of Minnesota, University of Chicago, and
Northern Illinois State Normal School.

Assistant Critic

GILBERT GARVER FITES
Graduate State Normal School, Springfield.

Librarian

MRS. A. F. KELSEY, Matron
EARL DRYDEN, Engineer and Janitor.



Main Building

GENERAL INFORMATION

PURPOSE

The purpose of the State Normal School is to educate and train persons of either sex for teaching; also to give them instruction in the mechanical arts, in husbandry, agricultural chemistry, the fundamental laws of the United States, and the rights and duties of citizenship. The courses of study, as provided by the Regents of Education, are sufficiently broad to afford those pursuing them a liberal education, valuable in any walk of life or as a preparation for work in higher institutions of learning.

HISTORY

The School was established by the legislature of the Territory of Dakota in the year 1881. In 1895 forty thousand acres of land were appropriated by the state legislature for the support of the School. In 1896 the citizens of Springfield erected a building on a tract of land donated by Hon. John A. Burbank, and presented it to the State. A course of study was adopted and a faculty elected by the Regents of Education, and the School opened for work on the 11th day of October, 1897.

In 1901-02 the main part of the building, of which that built in 1896 is the west wing, was erected by the State. The young women's dormitory was built during the school year 1904-05. In 1911 the state legislature appropriated \$35,000.00 for a science hall and central heating plant.

LOCATION

Springfield, Bon Homme County, one of the oldest towns in the State, is healthfully and beautifully located on the Missouri River. It contains many fine homes, various churches, city schools, and a government school for Indian girls; and is supplied with city water works, electric lights, and telephone exchange. Immediately across the river are located Santee Agency and the Santee Normal Training School. A few miles east is the historic village of Bon Homme, and a few miles southwest are the towns of Running Water and Niobrara.

STATE NORMAL SCHOOL

THE MAIN BUILDING

The main building is a handsome structure of Sioux Falls jasper, with red stone trimmings. It is 156 feet long by 65 feet wide. The main part is three stories high, with a basement under the entire building. It contains twenty-eight rooms, which are used as class-rooms, offices, laboratories, gymnasium, manual training shop, and assembly room. The last named is 45x60 feet.

YOUNG WOMEN'S DORMITORY

The young women's dormitory is a beautiful building, and is completely furnished throughout. The walls are of Sioux Falls jasper, and the inside finish is birch. It is a thoroughly modern building and complete in all its appointments. It is heated by steam and lighted by electricity, is scientifically ventilated, fitted with sanitary plumbing, including porcelain baths, closets, lavatories, etc., and supplied with every convenience of a well equipped home. The building will accommodate ninety young women. Each room is furnished with bedstead, springs, mattress, chairs, desk, and dresser. The occupants are expected to provide bedding and towels, and to keep their rooms in order. The rooms are rented to young lady students at from 30 to 60 cents a person per week, payable in advance. Each room is planned for two occupants, excepting a few rooms on the third floor.

SCIENCE HALL

Thirty-five thousand dollars have been appropriated by the state legislature for a science hall and central heating plant. Science Hall will contain the physical, chemical, and biological laboratories, and also the gymnasium.

GROUNDS

The Normal School grounds of twenty acres are located on a pleasant elevation in the northern part of the town. A well kept lawn, beautified in the summer with flower-beds and shrubbery, surrounds the buildings. Many shade and fruit trees are thriving on the campus. Basket-ball grounds and tennis courts have been laid out to give the students a better opportunity for healthful, out-door exercise and recreation. An abundant supply of water for all purposes is furnished by cisterns and a compression water system owned by the School.

DINING HALL

A commodious, finely furnished, well lighted, and well ventilated dining hall, on the ground floor of the dormitory, is open to both young men and young women of the School.

MODEL SCHOOL

One of the principal features of a normal school is the model school, or training department for teachers, in which the students may observe the work of expert teachers, and also teach under direction and guidance of these experts, known as normal critics. Following the plan of some normal schools and teachers' colleges, the model school has been established in the city schools of Springfield, which have been put in charge of the principal of the training department. By this arrangement the conditions of the model school are typical, and the problems arising there are the same as those usually found by teachers in schools not attended alone by selected pupils. In the model school are taught the first eight grades according to the common school system, including music and manual arts. Thus the student-teachers are being trained in a practical and efficient manner for the varied duties of the schoolroom.

SPECIAL EQUIPMENTS

The School is equipped with a good working library, a reading room containing the principal periodicals published in the United States, a well furnished manual training shop, various laboratories, typewriting machines, and other apparatus necessary to an up-to-date institution. The School owns and operates its electric light plant, which furnishes light for all the buildings.

EXPENSES

Tuition and Incidental Fees—For tuition and incidental fees each student is required to pay \$4 per term. This admits the student to all regular classes for which he is fitted, including chorus and physical culture classes, orchestra and band. For tuition for music lessons, look under Music. A fee of \$3.00 per term is charged for weekly half-hour lessons in public speaking. A small additional fee is charged those working in laboratories and shop. All fees and tuitions are payable in advance at the beginning of each term.

Room Rent—Rooms in the dormitory may be rented at 30 cents a person per week and upwards. Young men whose homes are not in Springfield rent rooms in private houses, while young women from abroad are expected to room in the dormitory. The following are the rents:

Front corner rooms, 60 cents; rear corner rooms, 50 cents; south rooms, 50 cents; east rooms, 40 cents; north rooms, 30 cents; west rooms, 40 cents.

Board—Board may be secured of the Students' Co-operative Club of the Dining Hall at actual cost, which averages about \$2.90 a week.

An advance payment of \$3.00 is required of each boarder, and a week's board is required to be paid every week thereafter.

The estimated expenses for a whole year are as follows:

Tuition and fees for 36 weeks	\$12.00
Room rent at 40 cents	14.40
Board in Dining Club	104.40
Text-Books	15.00

Total	\$145.80
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REQUIREMENTS FOR ADMISSION

Graduates from high schools having four-year courses will be admitted without examination to the fifth year classes of the Normal School.

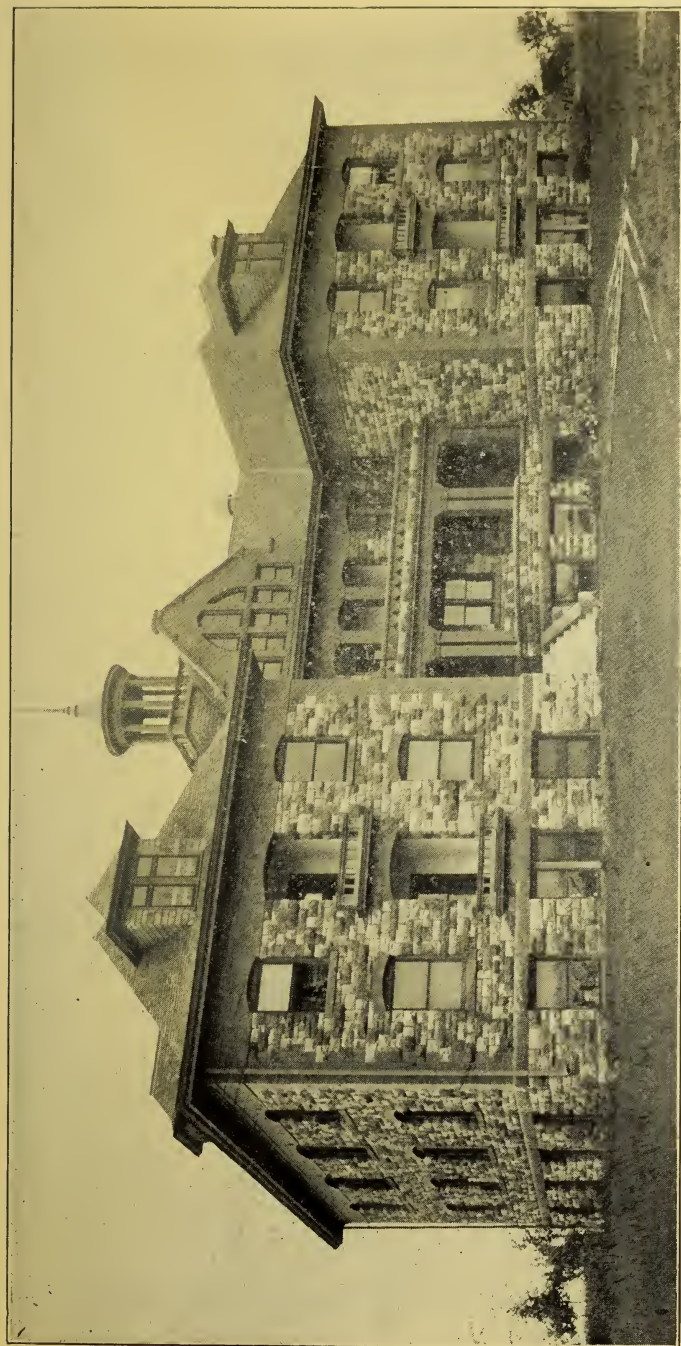
Graduates and students having had less than four years of high school work will be admitted to the proper classes without examination on the strength of their credits received.

Pupils having finished the eight grades of the common schools, will be admitted to the first year classes without examination.

Other suitable persons will be admitted to the proper classes on giving evidence of their ability to do the work.

AFFILIATION

The State Normal School is affiliated with the University and colleges of South Dakota. Students of the Normal School, after having completed the first two years of the Advanced Course, will be admitted as Freshmen, and after having graduated from this course, will be ranked as Juniors in the University, where after two years more of successful work, they will receive the degree of Bachelor of Arts in Education.



Young Women's Dormitory

STUDENT ORGANIZATIONS

Various voluntary student organizations are flourishing in the Normal School, such as a Young Women's Christian Association, an athletic association, two literary societies, a parliamentary club for young men, a male chorus, a madrigal club, and a girls' glee club. These associations stimulate a spirit of helpfulness and fellowship, and a desire for wholesome and refining recreation. The Southern Normal Literary Society and the Dakotian Literary Society are doing good work along lines usually followed by organizations of this character.



COURSES OF STUDY

The School offers the following courses of study:

I. An Elementary Normal Course of two years designed for those who have completed the eighth grade but have not had any high school work. A certificate of completion of the Elementary Course entitles the holder to a second grade teacher's certificate from the State Department of Education.

II. An Intermediate Normal Course of four years for those having completed only the eighth grade; or of two years for those having taken two years' work in an accredited high school; or of one year for graduates of high schools. A certificate of completion of the Intermediate Course entitles the holder to a first grade teacher's certificate.

III. An Advanced Normal Course of four years for those having finished the first two years of a high school; or of two years for graduates of accredited high schools. A diploma of graduation from this course entitles the holder to a state teacher's certificate and, after forty months' teaching experience, to a state teacher's life certificate.

Related Courses

This school also offers opportunity to students to take the commercial branches and private lessons in piano and vocal music, and public speaking. (See Business and Music Courses).

CLASSIFICATION OF SUBJECTS

The subjects of instruction in the Normal School may be grouped as follows:

I. Academic Studies of High School and College Grade: Required

Algebra	Physiography
Geometry	Physiology
General History	Physics
Am. History	Civics
English	Nature Study
Rhetoric	Agriculture
Am. Literature	
Eng. Literature	

Elective

Botany	History
Zoology	Medieval
Astronomy	Modern
Chemistry	English
Psychology	Drawing
Ethics	Manual Training
Latin	Domestic Science
German	Economics
	Sociology

Credits in any of these subjects will be accepted from high schools, academies, colleges, and other normal schools.

II. Common Branches of Study:

Arithmetic	Orthography
Physiology	Writing
Geography	Reading
Eng. Grammar	Drawing
U. S. History	Music
S. Dak. History	Current Events
Civil Government	

Work done elsewhere in these subjects before graduating from the eighth grade will not be credited, since the work required in the Normal School is of an advanced and semi-professional character.

III. Professional Subjects:

Pedagogy (Didactics, Methods, School Management)
 Psychology
 History of Education
 Principles of Education
 Teachers' Reviews
 Practice Teaching and Observation

AMOUNT OF WORK REQUIRED

A complete year's work in one of the three normal courses implies twenty class-hours of recitation a week and the preparation therefor, for thirty-six weeks. Most of the subjects come five times a week. In the Elementary Course all the subjects listed are required. In the other courses some studies are required and others are elective, and to make the twenty class-hours a week, the student is expected to choose from the electives the necessary number of subjects. A student may take more than

twenty class-hours of work a week only after giving evidence of his ability to do the work extra well.

Courses that consist entirely or largely of laboratory or shop work require double periods a day, which are listed and counted as single class-hours. Manual training and drawing come under this requirement.

Students electing German or Latin are expected to pursue the subject at least two years, unless the language has already been acceptably studied for at least one year.

The following schedule shows the studies offered in the various normal courses and class-hours per week:

ELEMENTARY NORMAL COURSE

FIRST YEAR

Required Studies

Fall Term	Winter Term	Spring Term
Hrs.	Hrs.	Hrs.
Writing & Orthography 5	Reading & Literature 5	Reading & Literature 5
Arithmetic 5	Arithmetic 5	Arithmetic or Book-keeping 5
English Grammar. 5	English Grammar. 5	English Grammar. 5
Geography 5	U. S. History 5	Physiology & Hyg. 5

SECOND YEAR

Required Studies

General or Ancient History I..... 5	General or Ancient History II..... 5	General or Ancient History III..... 5
Agriculture & Nature Study 5	Agriculture & Nature Study 5	Agriculture & Nature Study 5
Vocal Music 2	Vocal Music 2	Vocal Music 2
Drawing 3	Drawing 3	Drawing 3
	S. Dak. History & Current Events. 1	S. Dak. History & Current Events. 1
Civil Government. 5	Didactics & Practice Teaching .. 4	Didactics & Practice Teaching .. 4



Auditorium

INTERMEDIATE NORMAL COURSE

FIRST YEAR

Required Studies

Fall Term		Winter Term		Spring Term	
	Hrs.		Hrs.		Hrs.
Algebra I.	5	Algebra II.	5	Algebra III.	5
English I.	5	English II.	5	English III.	5
General or Ancient History I.	5	General or Ancient History II.	5	General or Ancient History III.	5
Agriculture & Nature Study	5	Agriculture & Nature Study	5	Agriculture & Nature Study	5
or		or		or	
Biology I.	5	Biology II.	5	Biology III.	5

SECOND YEAR

Required Studies

Plane Geometry I. 5	Plane Geometry II. 5	Plane Geometry III 5
English IV. 5	English V. 5	English VI. 5
Physiography I. .. 5	Physiography II. . 5	Physiology 5
Elective 5	Elective 5	Elective 5

Elective Studies

Medieval History I 5	Modern History I. 5	Modern History II 5
Drawing I. 5	Drawing II. 5	Drawing III. 5
German I. 5	German II. 5	German III. 5
Latin I. 5	Latin II. 5	Latin III. 5

THIRD YEAR

Required Studies

English VII. 5	English VIII. 5	English IX. 5
American History I 5	Am. History II.... 5	Civics I. 5
Vocal Music 2	Vocal Music 2	Vocal Music 2
Drawing 3	Drawing 3	Drawing 3
Elective 5	Elective 5	Elective 5

Elective Studies

Latin IV. 5	Latin V. 5	Latin VI. 5
German IV. 5	German V. 5	German VI. 5
Botany I. 5	Botany II. 5	Botany III. 5
Algebra IV. 5	Solid Geometry I.. 5	Solid Geometry II. 5

FOURTH YEAR

Required Studies

Psychology I. 5	General Method I. 5	General Method II. 5
Teachers' Reviews—Arithmetic 5	Teachers' Reviews—Grammar 5	Teachers' Reviews—Reading 2
		Geography 3
Writing & Orthography 5	S. Dak. History & Current Events . 1	S. Dak. History & Current Events. 1
	Practice Teaching. 4	Practice Teaching. 4
Elective 5	Elective 5	Elective 5

Elective Studies

Fall Term		Winter Term		Spring Term	
	Hrs.		Hrs.		Hrs.
German VII.....	5	German VIII.....	5	German IX.....	5
Latin VII.....	5	Latin VIII.....	5	Latin IX.....	5
Zoology I.....	5	Zoology II.....	5	Zoology III.....	5
Manual Training .	5	Manual Training..	5	Manual Training..	5

ADVANCED NORMAL COURSE**FRESHMAN YEAR****Required Studies**

English VII.....	5	English VIII.....	5	English IX.....	5
Am. History I....	5	Am. History II....	5	Civics I.....	5
Physiology I.....	5	Physiology II.....	5	Physiology III....	5
Elective	5	Elective	5	Elective	5

Elective Studies

Zoology I.....	5	Zoology II.....	5	Zoology III.....	5
German IV.....	5	German V.....	5	German VI.....	5
Latin VII.....	5	Latin VIII.....	5	Latin IX.....	5
Algebra IV.....	5	Solid Geometry I..	5	Solid Geometry II..	5

SOPHOMORE YEAR**Required Studies**

English X.....	5	English XI.....	5	English XII.....	5
*Physics or Bot-		Physics or Bot-		Physics or Bot-	
any I.....	5	any II.....	5	any III.....	5
Electives	10	Electives	10	Electives	10

*Physics is required for Life Diploma.

Elective Studies

Civics II.....	5	Economics I.....	5	El. Ethics	5
Manual Training I	5	Manual Training II	5	Manual Training III	5
Medieval History..	5	Modern History I..	5	Modern History II..	5
German VII.....	5	German VIII.....	5	German IX.....	5
Latin X.....	5	Latin XI.....	5	Latin XII.....	5
Vocal Music	2	Vocal Music	2	Vocal Music	2
Drawing	3	Drawing	3	Drawing	3

JUNIOR YEAR**Required Studies**

Psychology I.....	5	Psychology II.....	5	Hist. of Education..	5
Pedagogy I.....	5	Pedagogy II.....	5	Pedagogy III.....	5
Vocal Music	2	Vocal Music	2	Vocal Music	2
Drawing	3	Drawing	3	Drawing	3
Elective	5	Elective	5	Elective	5

Elective Studies

English XIII.....	5	English XIV.....	5	English XV.....	5
German X.....	5	German XI.....	5	German XII.....	5
Chemistry I.....	5	Chemistry II.....	5	Chemistry III.....	5
Domestic Science I.	5	Domestic Science II	5	Domestic Science III	5
Manual Training..	5	Manual Training..	5	Manual Training..	5

SENIOR YEAR

Required Studies

Fall Term	Hrs.	Winter Term	Hrs.	Spring Term	Hrs.
Teachers' Reviews—		Teachers' Reviews—		Teachers' Reviews—	
Arithmetic	5	Grammar	5	Reading	2
				Geography	3
Practice Teaching..	15	Principles of Edu-		Principles of Edu-	
		cation I.....	4	cation II.....	4
		S. Dak. History &		S. Dak. History &	
		Current Events .	1	Current Events .	1
		Electives	10	Electives	10

Elective Studies

Ethics	5	Astronomy	5	Geology	5
*Sociology or Eco-		Adv. Psychology I.	5	Adv. Psychology II.	5
nomics I.....	5	Sociology or Eco-		Sociology or Eco-	
Mathematics	5	nomics II.....	5	nomics III.....	5
Biology	5	Mathematics	5	Mathematics	5
History	5	Biology	5	Biology	5
Adv. Physics	5	History	5	History	5
		Adv. Physics	5	Adv. Physics	5

*Required for Life Diploma.

INTERMEDIATE COURSE FOR HIGH SCHOOL GRADUATES

Required Studies

Psychology I.....	5	General Method I..	5	General Methods II	5
Teachers' Reviews—		Teachers' Reviews—		Teachers' Reviews—	
Arithmetic	5	Grammar	5	Reading	2
				Geography	3
Writing & Orthog-		S. Dak. History &		S. Dak. History	
graphy	5	Current Events..	1	Current Events .	1
		Practice Teaching.	4	Practice Teaching.	4
Elective	5	Elective	5	Elective	5

Elective Studies

German VII.....	5	German VIII.....	5	German IX.....	5
Latin VII.....	5	Latin VIII.....	5	Latin IX.....	5
Zoology I.....	5	Zoology II.....	5	Zoology III.....	5
Manual Training..	5	Manual Training..	5	Manual Training..	5

ADVANCED COURSE FOR HIGH SCHOOL GRADUATES JUNIOR YEAR

Required Studies

Fall Term	Hrs.	Winter Term	Hrs.	Spring Term	Hrs.
Psychology I.....	5	Psychology II.....	5	Hist. of Education..	5
Pedagogy I.....	5	Pedagogy II.....	5	Pedagogy III.....	5
Vocal Music	2	Vocal Music	2	Vocal Music.....	2
Drawing	3	Drawing	3	Drawing	3
Elective	5	Elective	5	Elective	5

Elective Studies

English XIII.....	5	English XIV.....	5	English XV.....	5
German X.....	5	German XI.....	5	German XII.....	5
Chemistry I.....	5	Chemistry II.....	5	Chemistry III.....	5
Domestic Science I..	5	Domestic Science II	5	Domestic Science III	5
Manual Training..	5	Manual Training..	5	Manual Training..	5

SENIOR YEAR

Required Studies

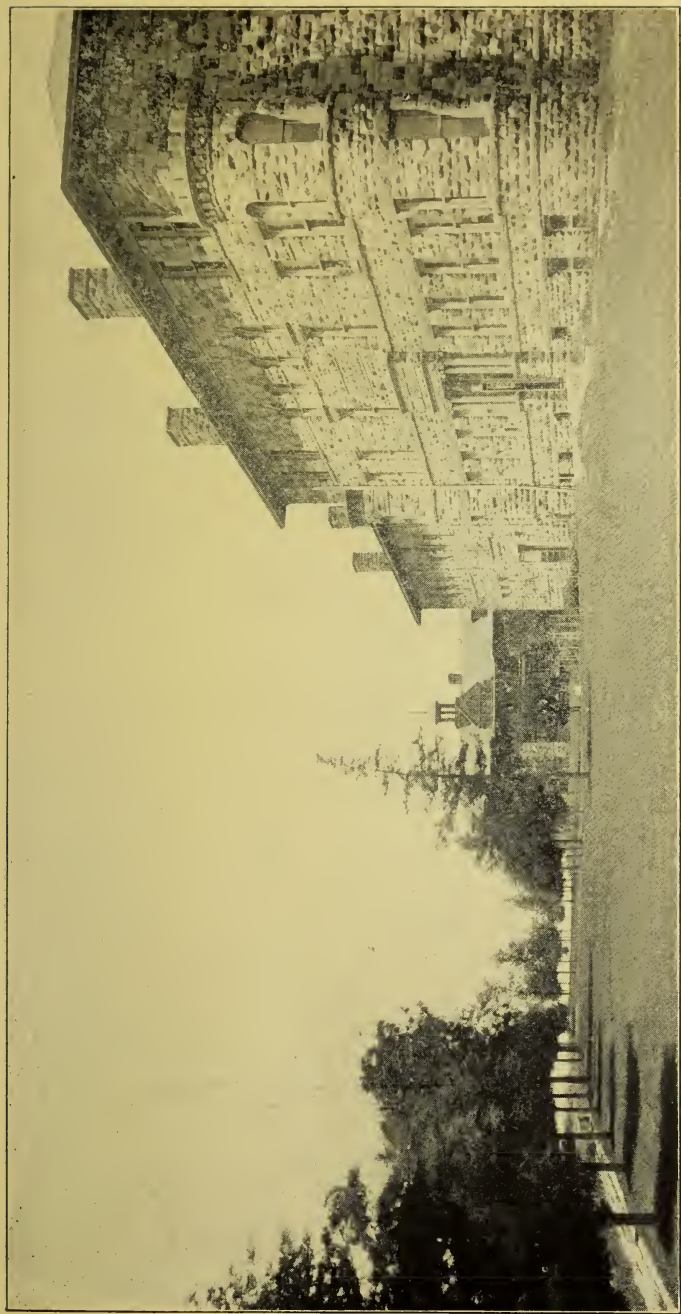
Teachers' Reviews—	Teachers' Reviews—	Teachers' Reviews—
Arithmetic	Grammar	Reading
		Geography
Practice Teaching..	Principles of Edu-	Principles of Edu-
15	cation I.....	cation II.....
	S. Dak. History &	S. Dak. History &
	Current Events..	Current Events..
	Electives	Electives
	10	10

Elective Studies

	Astronomy	5	Geology	5
Ethics	Adv. Psychology I..	5	Adv. Psychology II..	5
*Sociology or Eco-	Sociology or Eco-		Sociology or Eco-	
nomics I.....	nomics II.....	5	nomics III.....	5
Mathematics	Mathematics	5	Mathematics	5
Biology	Biology	5	Biology	5
History	History	5	History	5
Adv. Physics	Adv. Physics	5	Adv. Physics	5

* Required for Life Diploma.

Botany or Zoology may be substituted for
Biology and Agriculture and Nature Study.



Campus South of Buildings

OUTLINE OF STUDIES

I. Academic Studies

ENGLISH

The aim of this work is to enable the student to choose and appreciate good literature; to express his own thoughts and feelings in either oral or written language with clearness, force, energy, and beauty. The best literature of any age contains the highest ideals and best thought, and should be studied not only to discover the best principles and processes of thought and speech, but also to acquire a deeper and fuller understanding of life itself.

English I, II, and III —The first two terms are devoted to a thorough study of grammar and to written composition. The composition work gives the student an opportunity of putting into use the knowledge of sentence-structure obtained in the grammar work. The composition work continues unchanged through the third term, but the grammar work is a review of the first two terms with emphasis placed upon the teaching of this subject.

English IV, V, and VI —In this year composition and rhetoric are studied by means of text-books, masterpieces, and constructive work. The forms of discourse are discussed in the concrete and abstract, but the main stress is placed upon narration and description. Some written and some oral composition work is done together with the study of these two forms of discourse to emphasize the vital points. Both intensive and extensive reading of masterpieces selected by the teacher is done.

English VII, VIII, and IX —The composition and rhetoric work in this year is a continuation of the preceding year's work, but the emphasis is now placed upon exposition and argument. The technical parts of grammar and rhetoric are given more attention. American literature is studied alternately with the composition and rhetoric throughout the year. This course in literature gives a survey of American literary history. The required reading includes poetry, fiction, and essays. Consideration is given to the following topics:

- a. Colonial period: Jonathan Edwards as a type of metaphysician.
- b. Revolutionary period: Benjamin Franklin, a representative American. Literature of the period illustrated by the Autobiography.
- c. The New York group: Washington Irving's Dutch and

Spanish local color; Cooper's Indian, sea, and war fiction; Bryant's nature poems.

d. New England group: Hawthorne's Puritan romances; Emerson's Essays; Longfellow, the poet of culture; Whittier, the moral teacher and poet of New England home life; Thoreau's *Walden*; Lowell, the literary critic; Parkman, the romantic historian.

e. Sectional writers: Bret Harte, Joaquin Miller, of the West; Poe, Sidney Lanier, Joel Chandler Harris, of the South; Sarah Orne Jewett, Mary Wilkins, of New England; Eggleston and Riley, of Indiana.

At the end of this year the student is expected to be somewhat independent in his critical analysis of masterpieces and to be able to speak and write with a fair degree of correctness.

English X, XI, and XII—English Literature. A general view of the development of English literature is given in the first two terms. The rise of literary forms, the periods of literary history, and the various formative influences are traced.

These points are developed:

a. What is literature; the formative elements of the English language and literature; Celtic, Teutonic, Norman-French contributions.

b. Chaucer, the man and the writer. The Italian Renaissance brought to England in advance. A study of fourteenth century life and the portraits revealed in the *Canterbury tales*.

c. A history of the drama. The miracle and mystery plays: "Every man" as an example of a morality play. Shakespeare, the leading representative of the Elizabethan drama. The decline of the drama during the Restoration. Dryden, the founder of the Critical school.

d. Eighteenth Century Literature. The classical school represented by Addison, Steele, Swift, Pope, and Dr. Johnson. Goldsmith revealing the tendencies of two schools. The rise of Romanticism: in Cowper, Crabbe, Burns, and Goldsmith. The literature of melancholy, illustrated by Gray's "Elegy in a Country Churchyard."

e. The Revolutionary group of romantic poets: Wordsworth, Coleridge, Southey, Byron, Shelley, Keats, and Moore.

f. The rise of the novel from that of Defoe, Richardson, Fielding, Smollett, and Goldsmith in the eighteenth century, to its culmination in Scott, Thackeray, George Eliot, and Dickens in the nineteenth century.

g. The essayists of the Victorian age: Carlyle, Matthew Arnold, Ruskin, Lamb, and Macaulay.

h. Tennyson's Idylls of the King compared with early English versions of the stories. The persistence of Anglo-Saxon characteristics in English literature.

The third term is devoted chiefly to oral and written composition work involving a review of the four forms of discourse.

Throughout this year the student reads and reports on certain of the college entrance requirements not previously studied by him.

College Entrance Requirements for 1912

For Study and Practice

Shakespeare: Macbeth.

Milton: Lycidas, Comus, L'Allegro, and Il Penseroso.

Burke: Speech on Conciliation with America or Washington's Farewell Address, and Webster's First Bunker Hill Oration.

Macaulay: Life of Johnson or Carlyle's Essay on Burns.

For Reading

Group 1—(Two books to be selected)

Shakespeare: As You Like It.

Henry V.

Julius Caesar.

The Merchant of Venice.

Twelfth Night.

Group 2—(One book to be selected)

Bacon: Essays.

Bunyan: The Pilgrim's Progress.

The Sir Roger de Coverley Papers in the Spectator.

Franklin: Autobiography.

Group 3—(One book to be selected)

Chaucer: Prologue.

Selections from Spenser's Faery Queene.

Pope: The Rape of the Lock.

Goldsmith: The Deserted Village.

Palgrave: Golden Treasury (First Series), Books II and III with especial attention to Dryden, Collins, Gray, Cowper, and Burns.

Group 4—(Two books to be selected)

Goldsmith: *The Vicar of Wakefield*.

Scott: *Ivanhoe*.

Quentin Durward.

Hawthorne: *The House of Seven Gables*.

Thackeray: *Henry Esmond*.

Mrs. Gaskell: *Cranford*.

Dickens: *A Tale of Two Cities*.

George Eliot: *Silas Marner*.

Blackmore: *Lorna Doone*.

Group 5—(Two books to be selected)

Irving: *Sketch Book*.

Lamb: *Essay of Elia*.

De Quincey: *Joan of Arc and the English Mail Coach*.

Carlyle: *Heroes and Hero-Worship*.

Emerson: *Essays (Selected)*.

Ruskin: *Sesame and Lilies*.

Group 6—(Two books to be selected)

Coleridge: *The Ancient Mariner*.

Scott: *The Lady of the Lake*.

Byron: *Mazeppa and The Prisoner of Chillon*.

Palgrave: *Golden Treasury (First Series)*, Book IV, with special attention to Wordsworth, Keats, and Shelley.

Macaulay: *Lays of Ancient Rome*.

Poe: *Poems*.

Lowell: *The Vision of Sir Launfal*.

Arnold: *Sohrab and Rustum*.

Longfellow: *The Courtship of Miles Standish*.

Tennyson: *Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur*.

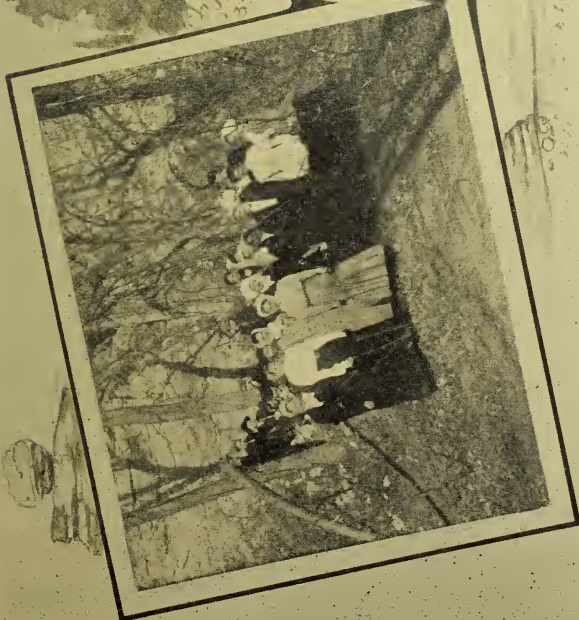
Browning: *Selections*.

LATIN

The Latin course includes four years of study and offers a preparation for the continuation of the subject in college.

Latin I, II, and III—The first year is devoted to the paradigms, vocabularies, and the simpler rules of syntax of the language. A beginning is made in easy translation and the pupil is encouraged to study derivatives.

Latin IV, V, and VI—The second year is an intensive study of the first four books of Caesar's Commentaries on the Gallic War or their equivalent. Caesar's tactics as a general, his



In Field and in Laboratory

style as a writer, and the Gallic and Roman characteristics as revealed in the Latin, are all considered in the class. Syntax and vocabulary are studied by means of the text and prose composition. Sight translation in the text is used when possible, and idiomatic English is required in all translations.

Latin VII, VIII, and IX—The third year consists of the translation of six or more selected orations of Cicero into appropriate English. The oration as a literary type, Cicero as a man, orator, and philosopher, the Catilinarian conspiracy, private and public life in the days of Cicero, and sight translation offer abundant material for correlative study. Syntax and vocabularies are learned from the text and by means of prose composition.

Latin X, XI, and XII—The fourth year is given to the consideration of Roman poetry as exemplified in the first six books of Virgil's Aeneid and about 1,500 lines of selections from Ovid. Scansion, metrical reading, and the syntax of poetry, together with the mythology suggested by the poems are given due attention.

GERMAN

Courses in German are offered covering four years of work. The chief aim of the study is to acquire as much knowledge of the German language, both spoken and written, as the opportunity will permit. A secondary aim is to make the student acquainted with German life, thought, and literature, and incidentally to give him a better knowledge of the English. "He who knows no foreign language, does not know his own," is eminently true in this connection.

From the beginning special attention is given to the acquisition of a correct pronunciation and the essentials of grammar of the language, as well as the learning of a large vocabulary of German words. Necessarily translation-work is a prominent feature of the courses. Just as translating of English must be into idiomatic German, so it will be insisted that the German be rendered into good English.

German I and II—The first two terms are devoted to German phonetics, translation of easy German prose and poetry, and the formation of simple German sentences. The text used is Bacon's German Grammar.

German III—The work begun the first two terms is continued in the third. In connection with the advance work, the essentials of grammar are frequently reviewed.

German IV—This term's work consists of the reading of

little stories such as Gerstaecker's *Germelshausen*, Storm's *Immensee*, and Hauff's *Das Kalte Herz*. Syntax and German prose composition based upon the texts read are a part of the term's work.

German V and VI—The classics studied during the second and third terms of the year are Lessing's *Minna von Barnhelm* and Eichendorff's *Taugenichts*. Brief lectures on the History of German Literature are given at frequent intervals.

German VII, VIII, and IX—This year's work is devoted to a careful study of various classics, such as Freytag's *Die Journalisten*, Goethe's *Sesenheim*, Schiller's *Wilhelm Tell*, Schefel's *Der Trompeter von Saekkingen*, and Goethe's *Hermann und Dorothea*. Lectures on the History of German Literature are given from time to time during the year.

German X, XI, and XII—The fourth year is given to the study of more difficult masterworks of German Literature.

HISTORY

History is the record of those events which mark the development of the human race. As an analytical and cultural study it deserves an important place in every school curriculum. For the intelligent understanding of current events, public addresses, present social institutions, and the most of our standard works of literature, a general knowledge of the important facts and personalities of history is essential.

The following courses are offered:

General History I, II, and III	3 terms
Medieval History	1 term
Modern History I and II	2 terms
English History	1 term
Advanced American History I and II	2 terms
South Dakota History and Current Events	1 term
1 period weekly (see Common Branches.)	
United States History, Teachers' Review	1 term
(See Professional Subjects.)	
Additional courses as called for	3 terms

General History I—To comply with the law of the State and because it is believed a general survey of the record of man's political and social development should be made before an intensive study of any part of history can most profitably be pursued, a one-year course in general history is provided, which is required of all students, and is scheduled for study during the first year of the course. The course of the fall term includes a

rapid survey of the ancient oriental civilizations and a more thorough study of the outline of the history of Greece.

General History II—The winter term is occupied with the brief study of the rise, expansion, and decay of the Roman world, and is followed by special attention to the peoples and institutions of the Medieval period.

General History III—The spring term is devoted to the principal events and characteristics of the Modern period. Throughout the course some standard general history is used as a guide, but constant reference work is required in addition.

Medieval History—This is an elective course open to all students who have completed the course in general history, and is especially adapted to second year students. The course is pursued during the fall term and takes up in some detail the history of the period.

Modern History I—This course is pursued during the winter and spring terms. The winter term is devoted to a study of the period from the fall of the Byzantine Empire to the outbreak of the French Revolution.

Modern History II—In the spring term Course I is continued by a special study of the French Revolution and the nineteenth century.

English History—This is an elective course principally for third year pupils. It is a study which is especially valuable as a fore-runner to the course in advanced American history. English history shows, perhaps better than does that of any other country, the gradual, consistent development of the constitutional form of government characteristic of most nations of the present day.

Advanced American History I—This course will prove of special value to those who intend to teach. It is pursued during the winter and spring terms. During the winter term are taken up in moderate detail the events which pertain to the periods of discovery, exploration, and colonization. Considerable emphasis is laid upon the constitutional and social features of the colonial and revolutionary periods.

Advanced American History II—This is a continuation of Course I, and takes up in much the same manner the national period of American history. No better course can be taken as a complement to civics.

History, Elective Courses—Other courses in history are offered as the occasion demands, but are open only to such students as have already completed the regular courses scheduled, or to those who wish history courses of a college grade.

CIVICS

Every voter should understand the machinery of political parties; the workings of government functions, local, state, and national; and also the civic problems of the day. The ethical phases of political problems should not be neglected. The future citizen should be taught the forms of patriotism in times of peace. He should be taught what is right and inspired to do right.

Civics I—This is required of all students and comes in the spring term. In this course emphasis is placed upon the general principles of government, its historical development, the historical foundations of our government together with the salient features. Stress is laid upon civic duties and responsibilities and the particular opportunity of the teacher as a leader in promoting civic ideals. The text used is Forman's Advanced Civics.

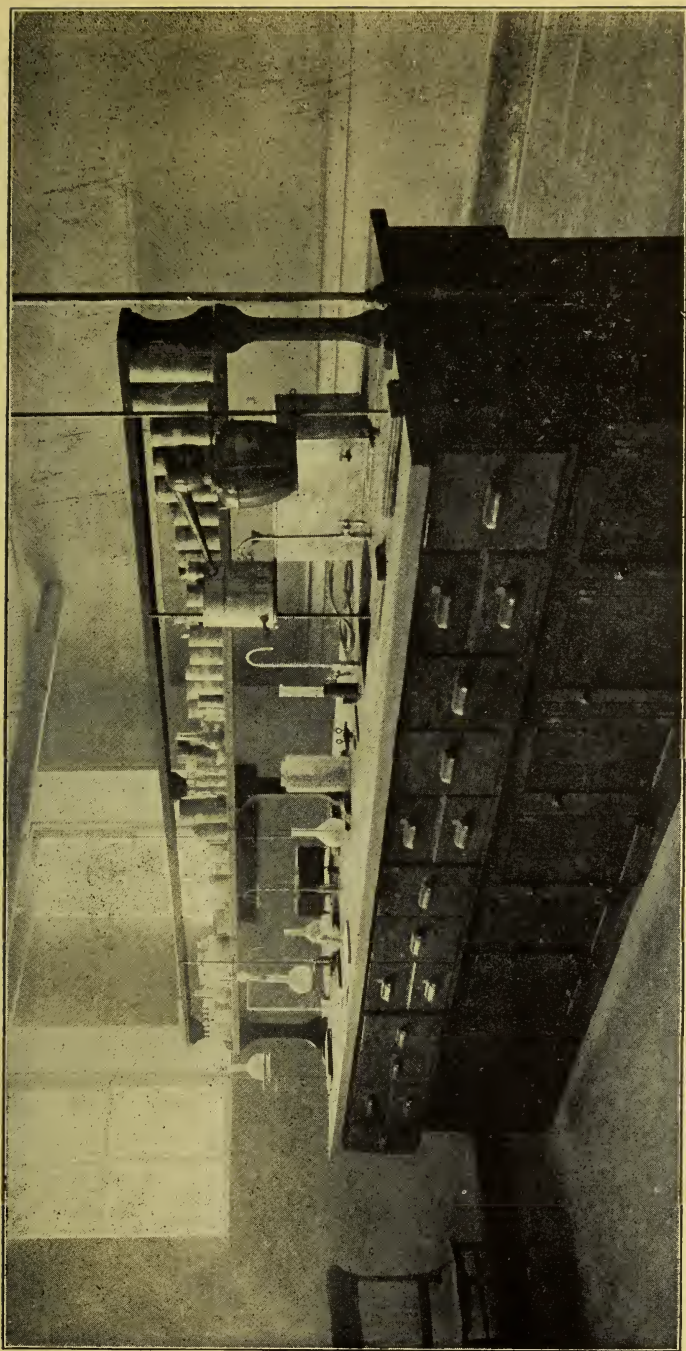
Civics II—The required work in civics may be followed by elective work which takes up in more detail the problems of municipal government. In addition to the text above mentioned, students may be asked to provide themselves with some special book relating to municipal problems, as Goodnow's City Government in the United States.

ECONOMICS

Today we are confronted by great economic problems that must be solved by the rising generation. The solution of these problems can not be left to the few. The welfare of the masses is at stake, and the masses must be prepared to act intelligently. It is, therefore, of the utmost importance that the teacher should be prepared to give sound instruction on the great fundamental problems of the production, distribution, exchange, and consumption of economic goods.

Elementary Economics—This is an elective study open to fourth year students in the spring and deals with the outline principles of economics. Some general text of an elementary nature is used as a basis for the work, but from time to time short papers are asked for, which will necessitate some library reference work.

Economics I, II, and III—This subject occurs in the fall, winter, and spring terms, and is elective to advanced students. After a somewhat intensive study of the guiding principles of economics, some specific division of the subject will be



Chemical Laboratory

given special attention. An advanced text will be used as a basis for the work, supplemented by lectures and considerable reference work.

SOCIOLOGY

Sociology is that science which inquires into the general constitution of the social structure, seeking to outline its parts and their various uses; and that attempts to formulate laws governing the development of society in its manifold phases. Consequently it will be seen that sociology, while not destroying the total independence of the other social sciences, is for them in part a foundation on which to build.

From the facts of the historian and the records of the statistician, the sociologist has formulated the laws which pertain to an intelligent interpretation of the nature of society. It will be seen from the above brief outline what is the importance of the subject of sociology in the schools of higher education.

Sociology I, II, and III—This is a course for advanced students and continues throughout the year. After becoming familiar with the generally accepted ideas regarding the science of society, the class takes up for study and discussion the theories current among sociologists of the past and present. Later in the year special problems will receive consideration. Papers and reference reading are required in addition to the text-book work. Gidding's *Principles of Sociology* is the main text used.

ETHICS

This subject is presented as the science of conduct and the art of life. The aim is to study man's obligations and man as a morally responsible being, together with an outline of the most important principles of ethical doctrine, so far as these can be understood without a deeper knowledge of philosophy.

MATHEMATICS

The following courses are offered:

Algebra I, II, and III	3 terms
Plane Geometry I, II, and III	3 terms
Algebra IV	1 term
Solid Geometry I and II	2 terms
Advanced Arithmetic	3 terms
Arithmetic, Teachers' Review (See Professional Subjects.)	
Business Arithmetic (See Business Courses.)	
Bookkeeping (See Business Courses.)	

Arithmetic I, II, and III—This course, while in the nature of a review, is a much more advanced course than the one given in the grades. A thorough treatment will be given of the subjects of fractions, percentage, and mensuration in their various forms, and of such other subjects as the needs of the student seem to demand. The subjects will be developed along lines best suited to prepare students for the future work in mathematics and still the practical side will not be lost sight of. Special attention will be given from time to time to oral exercises and analysis. Students who take this course must have completed successfully the work of arithmetic in the grades.

Algebra I, II, and III—A careful study is made of the fundamental operations, special products and quotients, powers and roots, factoring, fractions, and of equations through quadratic equations in one unknown quantity. The student is led to discover truths for himself. The geometric viewpoint is given wherever feasible. The equation is made the nucleus of the work. The pupil is required to see that every step in the solution of an equation depends upon a fundamental principle, to check all solutions, and to be able to solve for any letter in an equation. The graph is used to illustrate indeterminate equations, different kinds of systems of equations, and as a means of finding and interpreting solutions. The language of algebra and the relation of the equation to the grammatical sentence receive careful attention. This prepares the student to express laws of science by equations, and to interpret laws which are stated in equations. Many of the problems given relate to the pupil's former work in arithmetic, and introduce simple ideas of geometry and physics.

Algebra IV—This is offered in the third year, and is a continuation of Algebra I, II, and III. Theory of exponents, radicals, quadratic equations, and such higher equations as can be solved by factoring and special devices, receive careful attention. Clear concepts of imaginaries and complex numbers are obtained. Systems of equations involving quadratic, linear, and higher equations are thoroughly treated. The course also includes a study of logarithms, ratio and proportion, and the progressions.

Plane Geometry I, II, and III—The subject matter covered is that offered by any of the standard texts. The greatest value of the subject—the training which it gives in logic, and its discipline in habits of neatness and accuracy of expression—is ever kept in the mind of the teacher. The plan of theorems and the relation of theorems to each other are emphasized. The student is required to work a large number of original exercises, and is taught methods of systematically attacking and solving

them. Frequent written exercises add to the training in logic, the training of the eye and hand. Emphasis is placed upon geometrical exercises requiring algebraical solution. These problems give a chance for correlating the subject with algebra and arithmetic, thus giving a unity to the mathematical work of the pupil, and keeping the subject of algebra fresh in his mind for his subsequent work in physics. Such notions of modern geometry are introduced as will add interest and strength to the work. Interest is sustained by frequent reference to the history of the subject, and by noting its applications in science and applied mechanics. Algebra I and II are prerequisites.

Solid Geometry I and II—This is given in the third year. Geometry I, II, and III are prerequisites. The course covers the subject as given in any standard text. The same points are emphasized as have been noted under Plane Geometry I, II, and III.

ZOOLOGY

Zoology I, II, and III—The work in this course begins with the study of some of the simpler and smaller animals. Living examples and prepared specimens are studied under the microscope, and lectures and reading supply information which the student cannot secure at first hand. Somewhat larger and more complex animals are next studied, and the latter part of the winter is devoted to careful dissection of some of the most complex animals, the vertebrates. Throughout the course, the development, structure, life-history, and habits of the animals dissected are explained, either in the text-book or in lectures.

During the spring term, considerable time is devoted to the study of insects which do harm by spreading disease and destroying crops, and to birds which do good by destroying insects. Each member of the class is required to make a collection of insects and to learn to recognize some of the more common species of birds. The complete life-history of the frog and of one or more insects is studied during the spring.

The course is thus made practical by giving information of value to teachers, farmers, and others. The dissections, readings, and lectures also supply information, which is of value in the study of human physiology. However, the greatest value of the course lies in the training which the laboratory work gives to the student in habits of careful work and accurate observation.

The course continues an entire year, but additional work may be elected by the student. Text: Kellogg's Elementary Zoology.

BOTANY

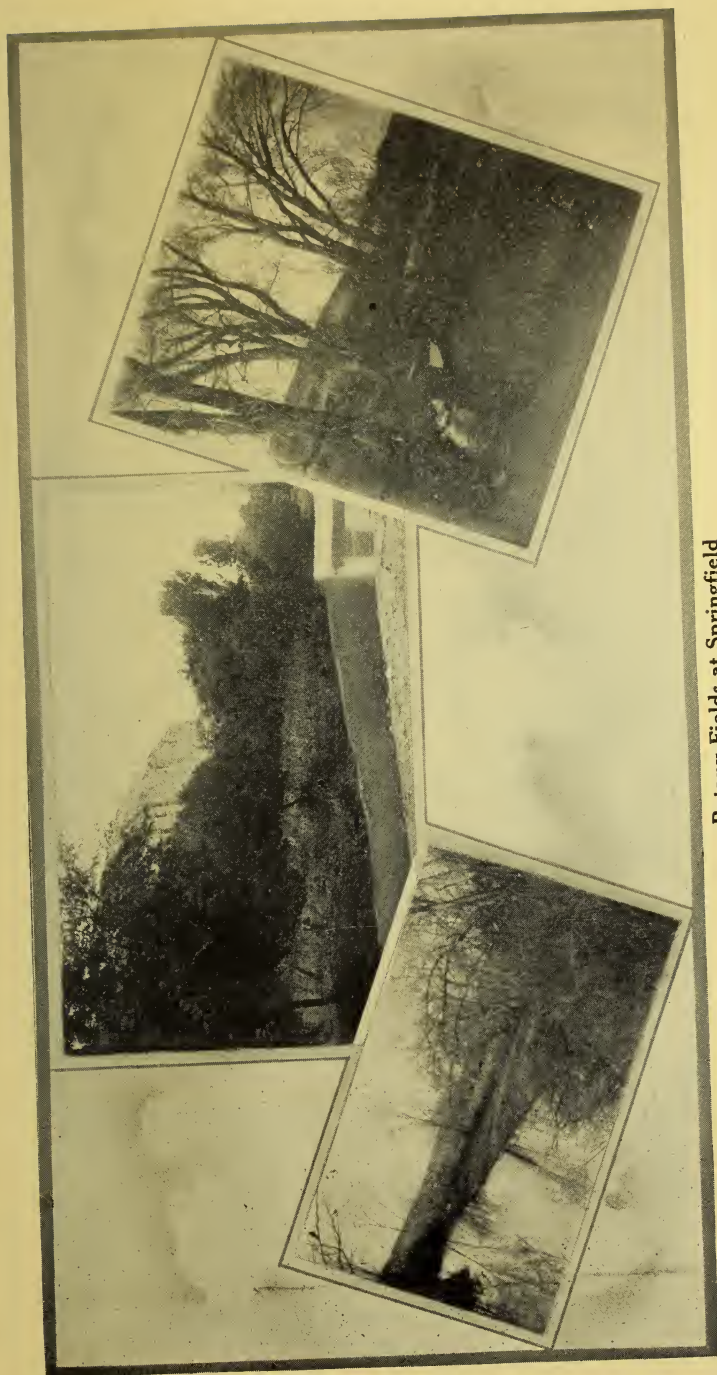
Botany I, II, and III—This course continues throughout the year, and is arranged so as to overcome that undesirable feature found in many normal school courses in botany, where all the material needed in work is furnished fully prepared, thus training the teacher in a way that often results in his not knowing how to proceed when he is put in charge of a school. This course aims to lead the student direct to nature for the object of each lesson.

Instruction is given in the morphology and biology of plants, including a study in natural surroundings, so far as possible of type forms from the lowest to the highest. A study is made of the struggle for existence among plants, as is shown by their reaction and adaptations to the various factors in their environments—water, light, soil, temperature, etc. The identification of trees, shrubs, and herbaceous plants, and their grouping into societies, forms a part of the work. Attention is given to methods of preparation and preservation for future use. The intimate relations between botany and agriculture are constantly kept in view, and are emphasized by the working out of practical questions which serve to lead the student to reason for himself and draw his own references from the common phenomena about him. Special attention is given to the peculiar conditions in evidence in this section of South Dakota.

NATURE STUDY AND AGRICULTURE

Nature Study and Agriculture I, II, and III—This work is of an elementary nature. It is the intention of the course to introduce the student to method of procedure in laboratory investigation as well as observation made in the field. A method of learning how to learn is developed in each student, or, in other words, the student is taught to *see* what he is looking at. Such a habit is indispensable to the student, if he wishes to draw conclusions from or understand his work.

Throughout the fall term botanical specimens are studied. A knowledge of plant life is thus gained, which forms the foundation for the agricultural work taken up in the winter term. During this term the relation to man of plant and certain animals is considered, with special emphasis placed on means of destroying the noxious and preserving the beneficial species. The spring term deals almost entirely with such phases of animal life as are found most intimately associated with the welfare of man. No special equipment is used in the course. The work depends greatly on the seasons of the year and *outdoors* is the principal place of



Botany Fields at Springfield

study. This arrangement aims to acquaint the prospective teacher with methods that can be used in the country schools, where no provision for laboratory work is made.

PHYSIOLOGY

Physiology I, II, and III—This course is arranged to be as practical as possible. The subject of anatomy is made subordinate to a clear understanding of physiology and hygiene. The latter subject receives in this course the attention which an awakening public conscience demands, and the practical questions of sanitation, ventilation, and the transmission of disease are treated very fully. Beginning with the cell, the foundation unit, the student is carried through the different stages of growth until he is shown how the body is built up and understands the workings and vital functions of the different systems and organs. The subject of foods is discussed at length, and the student is shown the importance of this subject in every-day life. Alcoholism is treated in all its aspects; the relation of alcoholic indulgence to other forms of intemperance is also explained. Demonstrations and experiments are designed to accompany all class work. A full year's work is included in this course which is required of all students.

The text used is *The Human Mechanism*, by Hough and Sedgwick.

PHYSICAL GEOGRAPHY AND GEOLOGY

Physical Geography and Geology I and II—This course presupposes a thorough knowledge of elementary geography. The work is planned to meet the requirements of the course of study in South Dakota, but since most text-books of physical geography are designed for a term's work, the second term is devoted to geology. The course is continuous, however, and includes a consideration of the earth's place in the universe and discussions as to its form, size, and motions; the influences of external and internal energy in the great earth processes of the past and present; methods of rock and soil formation and historical geology. Observations of the daily weather bulletins are made, and the records kept, so as to impress the student with the practical nature of the work being done by the government. Efforts are also made to acquaint the student with the different rock-formations of South Dakota and to impress upon his mind the importance of soil-making in connection with agriculture. The text-book is supplemented by lectures and laboratory work, the course comprising one year's work. The texts are Tarr's *New Physical Geography* and Norton's *Elements of Geology*.

PHYSICS

Physics I, II, and III—Physics is the science of all change not affecting the composition of substances. One year is given to the study of its elementary applications in which mechanics constitutes about one-third. The simple machines and their applications are carefully worked out. A student having completed this part of the work should be able to designate which of the simple machines any part of a complex machine is. Sound, light, heat, electricity, and magnetism, which constitute the remainder of the year's work, are taken up in order. Their applied uses are noted and thus the student is taught the value of special study in any given field of labor. Reference work is required. This course is not a completion of the physical science, but a foundation upon which the student may build. An especially strong feature of this course is its laboratory accompaniment, where principles and laws are tested. The laboratory is well equipped and as the work necessitates it, more apparatus is added. Several manuals are used and a note-book is kept. Breakage is charged to the student. To do this work satisfactorily the student must have a working knowledge of algebra and plane geometry. Text: Carhart and Chute.

Primary Batteries, Electrical Measurements, and Physical Technics, which are designed especially for teachers of physics, may be arranged for.

CHEMISTRY

Chemistry I, II, and III—This course is for beginners, and serves as an introduction to chemical nomenclature, methods, and operations. Non-metals, their properties, preparation, and uses are followed by a similar study of the metals. The application of chemistry to agriculture, cooking, physiology, and mechanical industries is emphasized. Laboratory exercises illustrating the more important principles and forming the chief compounds supplement the recitation work. A fee of two dollars per term is charged to cover cost of chemicals used and necessary breakage. Extra breakage is charged to the student.

Text: Brownlee and others' First Principles of Chemistry. Courses in Qualitative Analysis and Oxidation may be arranged for by those prepared for them.

ASTRONOMY

The subject is taught largely from a text-book, such as Young's Lessons in Astronomy. Observation work consists of a

careful study of the constellations. The location of the important great circles is traced among the stars, and observations are taken to determine the movements of the planets.

MANUAL TRAINING

Manual training, from the educational point of view, justly deserves the increasing popularity and growth which it is enjoying in the school-system of our country.

The various courses develop the power to observe accurately, and represent correctly that which is known; hence they furnish an unusual means of self-expression to the individual.

Manual training develops an appreciation for the artistic in design, construction, and finish. It makes necessary the formation of such helpful habits as industry, accuracy in observing and representing, neatness, and concentration of mind; hence adds very greatly to the power of the individual, no matter along what line his energies may be directed. In short, it has a broadening effect upon the individual, which is a valuable asset to him, no matter what course he may pursue in school, or what his occupation may be in life.

The courses given are presented with the emphasis placed upon the educational value to be derived from them. Nevertheless from the economic standpoint, the knowledge of tools and their uses, together with the power to plan and execute the various pieces, is of great value to the student.

Some of the articles constructed by the students have a commercial value of many times the cost of material, which is all that the student pays to the department for the pieces that he constructs.

Manual Training I, II, and III—The first year's work acquaints the student with the principles of mechanical drawing, with the care and use of the ordinary tools, and with the simplest joints and constructions.

Manual Training IV, V, and VI—The second year's work is a course in advanced joinery and construction work, in which the uses of all the ordinary joints are taught; also a somewhat extended study of woods and their adaptability to constructive uses is made, and considerable attention is given to the finishing of woods.

Manual Training VII, VIII, and IX—In the third year advanced joinery, including the theory of manual training, and the construction of sets of models suitable to the last five grades in the public school, is given.

In place of the second or third year's work, may be elected wood carving, or wood turning, together with a study of decorative and constructive design.

The articles constructed in the shop become the property of the student at the end of the year.

DRAWING

The controlling aim of the work of this department is to develop appreciation of the beautiful and train the mind and hand to create beauty.

It is purposed also to develop qualities of value such as imagination, originality, habits of close observation, accuracy, and correct judgment.

In the accomplishment of the aim, materials in the students surroundings are made use of as far as possible. Beauty of form and proportion, color, dark and light, are sought for in nature, architecture, household furnishings, painting, and sculpture.

Drawing I, II, and III—The work of this course is broader than the term Drawing might imply, being made up of the following divisions:

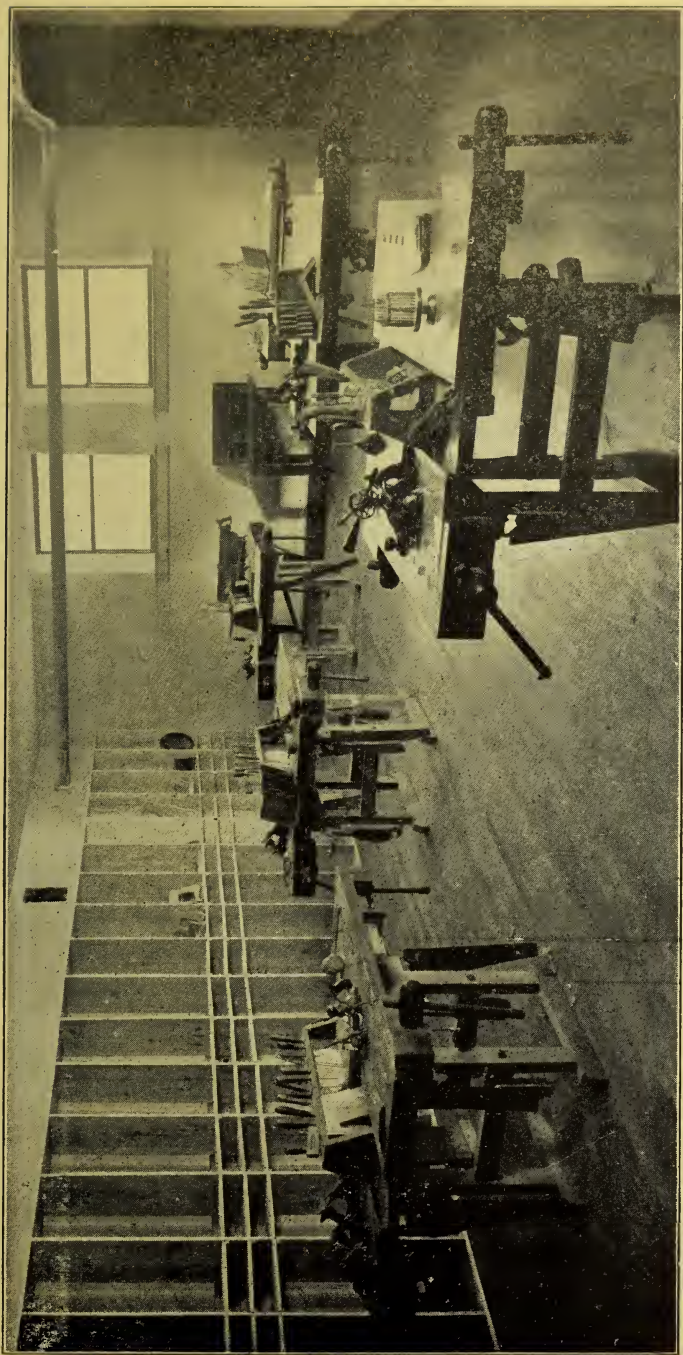
a. Representation, or copy work for technique, such as the drawing of grasses, flowers, fruits in outline, dark and light, and color; landscape; still life; figure and animal drawing; lettering; copying of simple compositions of artistic merit. A study is made of color schemes and color chart for appreciation and understanding of color found in nature.

During the progress of this work the principles of perspective, balance, harmony, rhythm, symmetry, subordination, and spacing and massing are developed.

b. Original Composition. Skill gained in the above work is made use of in composing original designs, such as free illustration of story or incident; decorative panels; landscape; decorations for calendars, booklets, candle shade, etc.; designs for textiles, wall paper, and household articles, stenciling and block printing are given in this connection.

c. Art appreciation. Guiding principles are given by which students are enabled to judge of the artistic merit of any art work. Copies of masterpieces are used and these principles pointed out.

d. History of Art, which deals with the relation of art to human life, the effect of art on the development of civilization, art as the expression of an inherent human energy and as the best expression of the highest ideals of life, lives and works of the masters, history of the development of the art of the present day.



Manual Training Shop

Methods of teaching are considered in connection with each division of the subject.

Drawing I, II, and III—Briefer Course (three periods a week). The work of this course is the same as the above, except that less time is given to each line of work.

DOMESTIC SCIENCE AND ART

The thought underlying all the work of this department is the science of home making.

To such extent does the health, happiness, and even life of the individual, and the welfare and advancement of the nation depend upon the home, that the business of home making should be regarded as a profession and be given the most serious thought; and every woman should have some training in this most important of all professions; and it should have a place in every school curriculum.

Therefore, courses have been planned which aim to develop ideals of a better home life; to create an abiding interest in all the details of the home and its management; to give ideas of nutrition and of the sanitary requirements of the house; to give some knowledge of the joy and dignity of work, and to elevate what is often considered drudgery by the application of thought.

Domestic Science I, II, and III—In this course the following topics are covered: production of heat and ways of transmitting in cooking; physical and chemical changes effected in the preparation of food for serving; composition and nutritive value of foods; tests for food substance; relation of food to body, digestion and production of tissue and energy; food sources, including cultivation, manufacture, transportation, and preservation of foods; market conditions and cost of foods; planning and cooking meals with food principles in the proper proportion; computing cost of single dishes and of entire meals; duties of hostess and waitress; diet for the sick; home sanitation.

Domestic Art I, II, and III—Sewing. This course includes the principal stitches used in hand sewing applied to useful and ornamental articles; the drafting of patterns and use of these in making garments; a study of raw materials, the process of preparation and conversion into cloth.

Household Decoration. The aim of this course is to give knowledge of the principles underlying good design. Various designs are made and applied to articles for home decoration. A study is made of the furnishings of homes, treatment of walls, floors, etc., necessary to produce a beautiful and restful interior.

Students furnish their own materials.

II. Common Branches

For those taking the Elementary or Intermediate Course of study, leading respectively to a second or first grade teacher's certificate, it is necessary to take the common branches as indicated in the schedule. Although the subjects are the same as those required in the grades of the common schools, the work in the Normal School is more thorough and more advanced. In one sense of the word, they are review subjects.

Writing and Orthography—These subjects are given together five periods a week during the fall term.

Reading—This work is pursued for two terms, and aims to drill the students in expression and interpretation of thought. The material on which work will be done is brief English classics.

Arithmetic—This subject is studied for three terms, the last of which is devoted to a review of the whole subject, especially in the operations in which the students are weakest.

English Grammar—Three terms are devoted to this subject and will be adapted to the needs of the student. English grammar is studied thoroughly and the linguistic principles applied to composition work. The third term is devoted to a review of the work gone over during the first two terms.

Physiology—This subject is studied during the spring term.

Geography—A thorough review of the subject is given during the fall term.

United States History—The course given during the winter term is aimed as a review of the main facts of United States history.

Civil Government—This subject is taught during the fall term, and is designed both as a review and for students taking up the subject for the first time.

South Dakota History and Current Events—This is a course of one period a week, and is required of all candidates for the Normal School diploma. It is desirable that those who expect to instruct the future citizens of our state should know something of the record of its development and its relations to history in the making. A study of current events makes a fitting climax to the courses in history offered and particularly to those in advanced American history and civics.

Drawing—Three periods a week will be devoted to drawing during the entire year.

Music—Instruction in vocal class music, designed especially for those who expect to teach, will be given two periods a week throughout the year.

III. Professional Subjects

The professional work of a normal school is that work which, in addition to a liberal education, is deemed necessary to fit the student for teaching. It is closely associated with the model school, and includes the study of pedagogy (methods of teaching and school management), the history and science of education, observation, and the practical work of teaching, in which the student-teacher carries out in actual practice the theory learned in connection with the study of methods and other subjects.

PEDAGOGY

Pedagogy I, and II—In this course are discussed the general principles of method as determined by psychology, on the one hand, and the subject-matter to be taught, on the other. Among the topics discussed are the aim of education; materials of education; the place of observation, induction, generalization, and deduction; appreciation; interest; the "Five formal Steps," their value and their limitation; principles of esthetic and moral training; application of principles of method to the teaching of the various studies of the curriculum.

Pedagogy III—The government of a school depends upon a teacher's scholarship, his energy, his will power, and above all upon his own character. Emphasis is placed upon the fact that the teacher's personality is the most important agency in school government, and that the teacher who can safely be followed as a model by his pupils is the teacher who governs best and with the least effort. School appliances, furniture, heating and ventilation, and material devices, such as charts, maps, and apparatus, are considered in relation to their effect in making the school-room pleasant, and in this way aiding in the orderly prosecution of the work of the school. The importance of regularity in attendance and in periods for study, of obedience to the just requirements of the teacher, are considered in their relation to discipline, and to the psychological principles underlying all moral teaching. A study is made of incentives, punishments, school laws, legal qualifications of the teacher, source of revenue, and the relation of the public schools to the state educational institutions, and the duties of pupils and teachers to the State and Nation.

Didactics—The purpose of the course is to present the nature and chief problems of the school, and to give a knowledge

of the conditions and processes upon which success in teaching depends. It is designed to be of practical value to the young teacher, as well as to arouse an interest in the great questions of educational inquiry.

HISTORY OF EDUCATION

The purpose of this course is to arrive at correct notions of what ought to be done in the light of what has been done. The diversity of educational ideals in different countries and in different ages is studied to understand present conditions and the best methods for future advancement. The further aim is to create a deep interest in the lives and works of great educators as a source of inspiration and guidance.

PRACTICE TEACHING

Seniors devote forty minutes each day for one year to the practical application of the theory of education in the actual work in the model school, under the supervision of trained critic teachers. This is the culmination of the professional training which the student has received. It makes real that which was theoretical before, and fits the student at his graduation to go into the schoolroom with a knowledge of the difficulties which will confront him, and a consciousness of his ability to meet and overcome them.

The course of study in the department consists of the branches taught in the best city schools and conforms to our State course of study, and includes weaving, clay modeling, paper folding and cutting, basketry, brush-work, drawing, music, nature-study, and manual training. All of these branches are under the direction of the critic teachers.

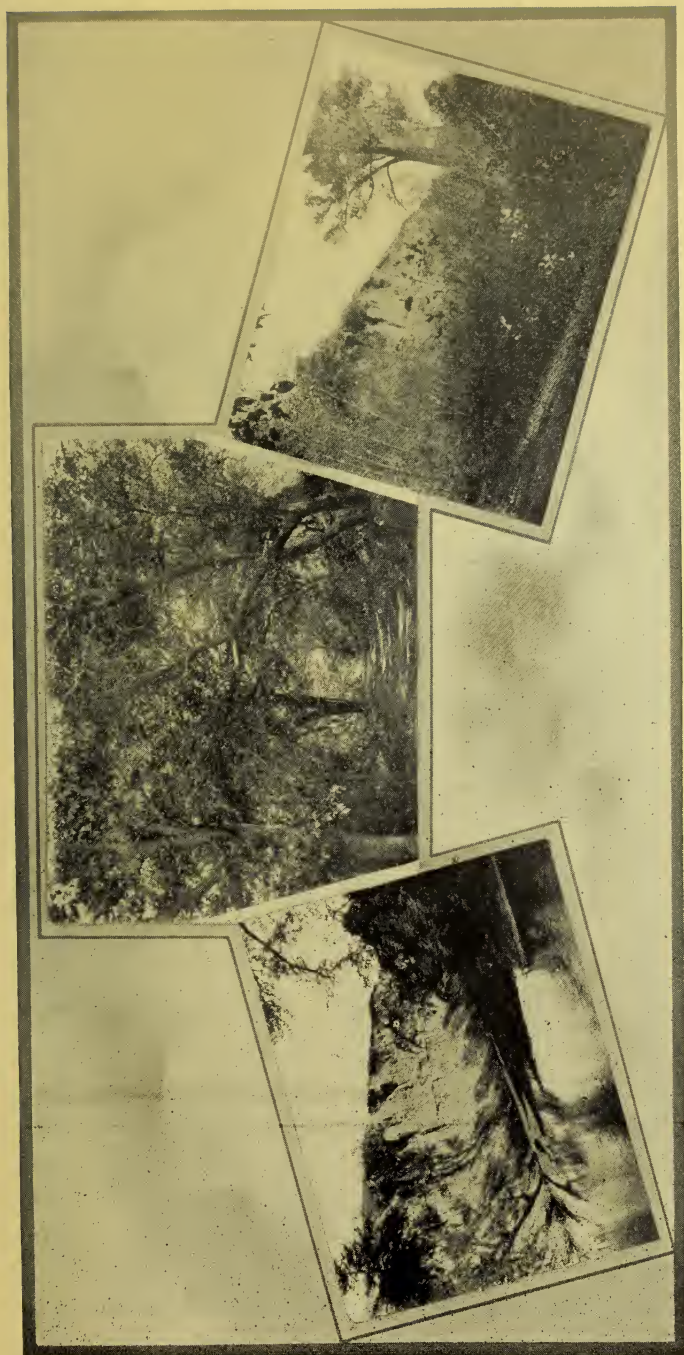
The lesson plan in each branch is submitted to the critic in charge (before the lesson is assigned) and after it has been criticised and corrected, the lesson is given. A weekly meeting of the practice teachers is held. At this meeting the chief points of work of the week are reviewed in relation to the teaching.

OBSERVATION IN MODEL SCHOOL

This line of work occupies twenty minutes a day for one term. It consists of systematic observation of instruction in model school and criticism on the same.

PRINCIPLES OF EDUCATION

Principles of Education I and II—This course is a study of the general principles underlying the science of edu-



Geology Fields at Springfield

cation. Some of the special topics considered are the following: education as adjustment, the theory of recapitulation, instinct as related to education, motor expression as related to education, emotional life and education, interest and education, volition and moral education, and general discipline and educational values.

PSYCHOLOGY

Psychology I and II—The science of psychology is both academic, serving the purposes of general culture; and professional, in that mind—the subject-matter of this science—is the end and means in education. The first term is devoted to general psychology, the aim of which is to give the student an understanding of the character and scope of the study, of the nature of consciousness and its relation to the body, of the various ways in which mind functions, and of the mental types and characters found. The text used is *The Mental Man*, which is supplemented by Seashore's *Elementary Experiments in Psychology*.

The second term of psychology is devoted to genetic psychology, which traces the development of the mind from earliest infancy until maturity, especially from the standpoint of personality. Besides considering the nature of personality and the formation of interest, this course aims to describe and explain the various stages of development. The text used is Kirkpatrick's *The Individual in the Making*.

Advanced Psychology I and II—Two terms of advanced psychology is given whenever it is elected.

TEACHERS' REVIEWS

Method in Arithmetic—The aim is to secure a comprehensive view of the subject such as the teacher needs, and to include a discussion of the principles underlying the teaching of arithmetic and a study of the best methods of presenting the subject in the elementary schools. The nature of number will be considered; the function and limits of objective illustration of arithmetical processes; what to teach in theoretical arithmetic; what to teach in applied arithmetic; methods of teaching primary arithmetic; and methods of teaching arithmetic in the grammar grades.

Method in Geography—A detailed study of the best methods of teaching geography in the elementary schools is made. The aim and scope of geography as a school study is considered, and its relation to language work and history.

Method in Grammar and Language—A review in grammar is given. The relation of language work to the other

work of the grades is considered. Methods and devices are discussed and typical class exercises are required.

Method in U. S. History—The more important political events and the industrial development of the country are studied, with a discussion of the methods of teaching history. The educational value and scope of history, and the aims of history teaching are considered. Children's interest at different ages in the various phases of history and the order in which the different phases of the subject are taken up, are studied.

Method in Reading—In this course is considered what reading work should include; the material and the method for the grades. Brief discussions of old methods of teaching beginning reading with the reasons for discarding them and of modern methods, viewing each in the light of ultimate purpose will be included. Reference reading is required.

PUBLIC SPEAKING

The purpose of this department is to train the student to express his own thoughts clearly in the various common forms of public address and to interpret sympathetically standard pieces of literature. The work is designed to aid the pupil both in his school work and his life after school.

The following elementary courses are offered and are prerequisite to further work in this department. More advanced work may be secured by pupils who have completed these courses.

Elements of Public Speaking—This is designed to be a thoroughly practical course which will give the student confidence to speak well and easily in public, even extemporaneously, if called upon. The principles of the composition of different forms of public address and of effective delivery will be discussed. The value of correct breathing, voice control and proper carriage of the body to good speaking will be studied. Practice in the delivery before the class of speeches of the pupil's own composition will be an important feature of the course.

Reading—The object of the work in this course is to train the pupil to interpret literature intelligently and sympathetically, using as material literary masterpieces. Work will be done in expression, management of voice, and correct breathing similar to that in Elementary Public Speaking. Pupils will be required to memorize several selections each term.

BUSINESS COURSES

The object of this department is two-fold. It gives to those who may wish to engage in business pursuits an opportunity to fit themselves in a practical manner, and it affords to others an opportunity to take some work in the business courses together with literary studies.

(Four of the following may be chosen.)

Fall Term	Hrs.	Winter Term	Hrs.	Spring Term	Hrs.
Writing & Spelling	5	Writing & Spelling	5	Writing & Spelling	5
Bookkeeping I....	5	Bookkeeping II....	5	Bookkeeping III... 5	5
Commercial Arith- metic I.....	5	Commercial Arith- metic II.....	5	Commercial Arith- metic III.....	5
Commercial Cor- respondence I... 5	5	Commercial Cor- respondence II... 5	5	Commercial Cor- respondence III.. 5	5
Shorthand	5	Shorthand	5	Shorthand	5
Typewriting		Typewriting		Typewriting	

Commercial Correspondence—The aim in this course is to have the students be able to write neat, well-worded letters. A thorough drill is given in all branches of letter-writing and in composition. Punctuation is especially emphasized, each lesson being carefully criticized.

Commercial Law—In this course the elements of business law are taken up, and the student is instructed in the simple problems that occur in every-day life.

Commercial Geography—All who are prepared for this study may take it in the fall term.

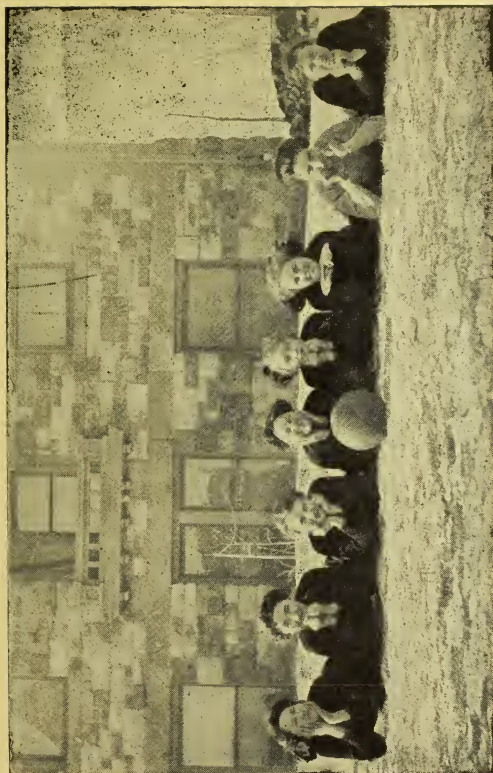
Bookkeeping—The student is taught the elements of bookkeeping, and, at the same time, he is given a set of books to work up. The student gets the same experience as he would in real business, so far as it is possible in a school. Texts: Good-year-Marshall's.

Business Arithmetic—Only the most practical methods are used in teaching this subject. It is the aim to make the student proficient in rapid calculation and short methods.

Penmanship—A plain business hand is taught, aiming at neatness and legibility.

Shorthand and Typewriting—In this course students are prepared for office work or teaching. The touch typewriting system is taught, and only standard machines are used, such as the L. C. Smith, the Underwood, and the Oliver. Texts: Gregg Shorthand; Felch's Typewriting Manual.

A fee of \$1 a term is charged for the use of a typewriter one hour daily.



The Basketball Team

MUSIC

An elementary course in musical notation, sight-reading, and class singing is provided for beginners, and a more advanced course for those whose knowledge of music is sufficient to enable them to pursue it with profit.

Vocal Music—In vocal music the requirements for a diploma are a study of vocalises and etudes by Nava, Concone, Garcia, Marchesi, and Bordogni, supplemented by selections from opera and oratorios. The course should occupy about three years. Skill in sight reading, and at least two years' study of piano will be necessary as preparation for the work in vocal music.

Pianoforte—Along with the first lessons especial attention is given to the position of the hands and fingers. To meet such requirements and demands as confront the piano student, the playing of various technical exercises is strongly emphasized throughout the course, in order to give control of the muscles in the fingers, hands, and arms, making them responsive to the commands of the will.

PREPARATORY COURSE

I—For beginners, methods by Beyer, Koehler, Mathews, and Landon are used. Biehl technical studies and scales in their simplest form are introduced. Elementary studies by Streabog, Op. 63-64; Burgmueller, Op. 100; Gurlitt, Op. 83-101; and Duvernoy, Op. 120; easy pieces by good composers.

II—Biehl Five Finger Exercises. Further development in scales. Selected studies from Doering, Op. 8; Le Couppey, Op. 20-26; Bertini, Op. 100-29; Loeschhorn, Op. 65. Various pieces are supplemented for the musical development of the piano student.

INTERMEDIATE COURSE

III—Daily work in Scales. Special technical exercises in Biehl and Schmitt. Studies from Lemoine, Op. 37; Heller, Op. 47-46; Concone Etudes, Op. 30; Czerny, Op. 299; Preyer, Octave Studies; Sonatinas by Clementi and Kuhlau; Compositions by Raff, Schumann, Reinecke.

IV—Schmitt and Plaidy. More advanced work in legato and staccato touch. Studies in phrasing Heller, Op. 45-16; Czerny (Germer); Czerny, Octave Studies; Loeschhorn, Op. 66; Le Coup-

pey (*La Difficulte*) ; Compositions by Grieg, Godard, Scharwenka and Chaminade.

ADVANCED COURSE

V—Plaidy, more advanced work in scales. Kullak, Octave Studies ; Loeschhorn, Op. 67. Mendelssohn, Songs without Words ; Field, Nocturnes. Sonatas by Haydn, Mozart ; selections by McDowell, Seeling, Brahms, and Grieg.

VI—Plaidy and Tausig, Daily studies. Special work in legato and staccato scales. Bach, Two, Part Inventions. Cramer, Advanced Sonatas by Beethoven. Drill in interpretation. Selections from Chopin, Liszt, Rubenstein, and Grieg.

Concertos by Mozart, Beethoven, and Mendelssohn.

Candidates for graduation in instrumental music must, in addition to the studies in the regular course, have completed a course in harmony and musical history.

The time for graduation cannot be fixed by the number of years of study, or even by going through the sets of studies. If the student does not gain the requisite fluency and capacity, additional studies must be pursued, or a longer term of years spent in development. All students are required to take part and attend all recitals and concerts prescribed by the head of the department. These are not occasions for display, but a means of discipline in musical training.

Normal Orchestra and Choral Society—The Normal orchestra gives students an opportunity for sight reading and developing a broad style of playing. The Choral Society is under the direction of the head of the department. Students of the Normal School are eligible, after examination, free of charge,

Fees—A fee of \$3.00 per term for weekly half-hour lessons is charged for instruction on the piano, and \$4.20 per term for private vocal lessons, payable in advance. As these fees are but nominal, lessons missed by the pupil cannot be given later by the teacher.

Pianos are rented to students for practice purposes at \$1 a term, on the basis of one hour's practice daily.

LIST OF GRADUATES AND STUDENTS

GRADUATES

1899

Josephine M. Bloom	Chicago, Ill.
Nettie Jane Bridgman	Springfield
Ira Stanton Burnett	Armour
Merton D. F. Eastley	Prescho
Emma Webster Hill	Springfield
Howard Joseph Hill	Monroe, Neb.
Walter Cheney Macy	San Francisco, Cal.
Catherine Julia Muller	Minneapolis, Minn.
Gerald Emile Muller	Tyndall
Walter Michael Quinn, M. D.	Zeeland, N. D.
Cora Adelia (Taff) Flood	Waterbury, Neb.
Cora Blanche (Wood) Allen	Springfield

1900

Ned Henry Benedict	Philip
Bertha Hope Benson	Philip
Max Lee Bridgman	Springfield
Mabel Jane (Bussey) Barber	Chicago, Ill.
Mary Helene (Flack) Hill	Monroe, Neb.
Charles Monroe Keeling, M. D.	Springfield
Julia Altha (Marvin) Geeting	Spencer, Iowa
Ella Griffin (McAuley) Stilwell	Tyndall
Bessie Louise Mead	Seattle, Wash.
Amaret Aileen (Morrison) Giltner	Fessenden, N. D.
Charlotte Justina (Radway) Smith	Philip
Roy George Stevens, M. D.	Sioux Falls
Cora Elizabeth Trumbo	Lyman
Marie Alberta (Voy) Hoard	Sioux City, Iowa
Florence Edna (Young) Nichol	Montevideo, Minn.

1901

Malissi Allen	Philip
Edna Susan (Benedict) Miller	Springfield
Ben Harrison Bridgman	Top Bar
Edith Adelia (Bridgman) Graham	Elm Springs
Anna Margaret Brown	Chamberlain
Noda Agnes Brown	Woonsocket

Arthur EastleyWetashkiwin, Alberta, Canada
 Zoa May (Flavin) KingDallas Center, Iowa
 Elizabeth Cumming (Macy) BurnettArmour
 Anna Loretta MartinRunning Water
 Maude Ethel (Marchant) MullerTyndall
 Rosine Edna (McDonald) PlumbGrand Junction, Colo.
 Mary Alice OwensYankton
 Effie Belle (Radway) BridgmanTop Bar

1902

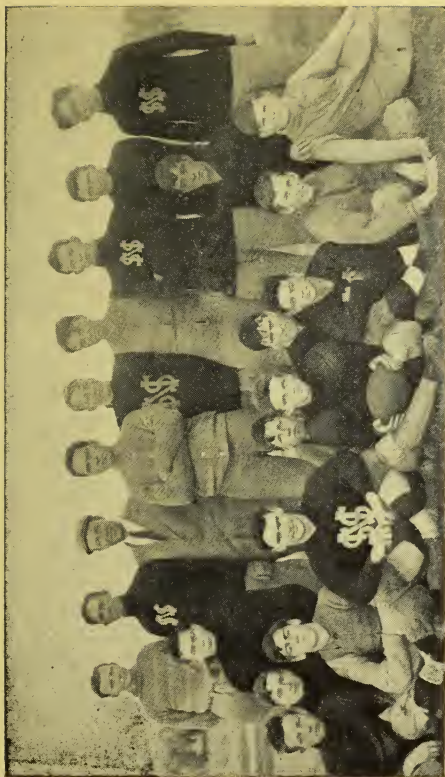
Eliza Maud BusseyTyndall
 William Arthur BusseyTyndall
 Erle Francis CraigGreenwood
 Robert Holland Frazee, A. B.Seattle, Wash.
 Lynden Miller GreeneSpringfield
 Susan May HarrisonNew England, N. D.
 Charles Lawrence HillPhilip
 Helena Estella (Jones) NelsonTyndall
 James Burdette KelseyLethbridge, Alberta, Canada
 Bessie Amelia (Monfore) DempsterSpringfield
 Grace Edna MorrisonColumbus, Mont.
 Grace Luvina (McCullum) PageLuther, Iowa
 John Francis Quinn, M. D.Hosmer
 Clara Emeline (Searles) HickmanCottonwood
 Anna Henrietta (Stephens) HallPhilip
 Ralph Van WoodSan Francisco, Cal.

1903

Nina Muriel CampbellWagner
 Florence Lorena (Gardner) JamesBonilla
 Jessie Belle GardnerSpringfield
 Rosa Emma (Patten) SellsAvon
 Mabel Clare SmithSpringfield
 Glen Eugene SunderlinReliance

1904

Rachel Viola AbbottSioux City, Iowa
 Myrtle Ida (Best) RayArmour
 Grace Emilie CannamArmour
 Jennie Mary (Chatfield) CassonPerkins
 Valucia Violant (Curtis) LangworthyKemmerer, Wyo.
 Bessie Pearl (Hain) CooperBonilla
 Lavina Jane HamiltonOlivet
 Ida Mary HildrethDenver, Colo.
 James Ignatius KeenanO'Neill, Neb.
 Christine Bridget KellyIona
 Hanna Theodora KnappSioux City, Iowa
 Alberta America (Monfore) HumphreyHoward



Football Squad

Cynthia Belle OrrMeckling
 Robert Joseph Quinn Hosmer
 Susie Edwina WoodSpringfield
 1905

John Raymond BabbChicago, Ill.
 Erving Elmer BaldridgeNorthville
 Emma BeneshIsabel
 Hawley Franklin ColgroveLos Angeles, Cal.
 Ida Melvina CooperBeresford
 Fred Eugene DawesSpringfield
 Charlotte Josephine (Dempster) WalshOwanka
 Francis Joseph FarleyBeresford
 Fred Ray HildrethDenver, Colo.
 Helen Hunt HillSpringfield
 Wilbur Arthur HitchcockLaramie, Wyo.
 Mary Ann HughesTyndall
 Era R. (Keeling) KirbySpringfield
 Sadie Helen LeeAvon
 Orpha Mildred (Pegley) RootGuthrie Center, Ia.
 Irene Veronica QuinnParkston
 Berenice Esther (Walker) Woodburn
 Eva Josephine WilsonSioux Falls
 1906

Debra Elizabeth (Biggins) QuinnZeeland, N. D.
 Joseph Heinrich BoeseAdams, Mont.
 Orilla Mae CannamFairfax
 Gertrude Cora (Colburn) SwayneRochester, N. Y.
 Ella Mary (Foley) JandaWagner
 Helen Margaret FrazeeVermillion
 Ada Agnes GreeneTripp
 Mabel Irene HildrethDenver, Colo.
 Edna Ammala (Johnson) Peterson..... Mink Creek, Ia.
 Lane Esther (Joslyn) ButtonNaples
 Robert Perry PegleySpringfield
 Cora (Spurrell) GuptillSpringfield
 Claribel Marie StanleyVivian
 Mary Edith (Stevens) StanleyLead
 Frank Edmund TupperRunning Water
 Mary Elizabeth WagnerSpringfield
 Charlotte Ruth WalkerPhilip
 Lorenzo Clisby WicksSpringfield
 Margaret Jane (Williams) MorrisonSpringfield
 Alice Mabel (Wood) CogswellSeattle, Wash.
 1907

Mona (Bossingham) MonforeDallas

Kate Eulalia DonnellyRunning Water
 Josephine JonesSpringfield
 Alta Belle MelickSpringfield
 Margaret Martha MurphyTyndall
 Helga L. (Sletvold) HartmanRunning Water
 Harold Leroy TrowbridgeSpringfield
 1908

George Arthur BoschmaPerkins
 John Henry HofeldtSantee, Neb.
 James Kirk, Jr.Perkins
 Mary KirkPerkins
 Susan Bereniece LeachSeattle, Wash.
 Fred Harold MonforeSpringfield
 Minnie Louise (Monfore) CampbellSpringfield
 Frank Mead SnowSpringfield
 Rachel Cynthia StephensSpringfield
 Charles C. ThomasPerkins
 Richard ThomasPerkins
 1909

Leona HartmanGeddes
 Marie Matilda HolterPlatte
 Maude Lucy HoopesGregory
 Oran J. HouseSpringfield
 Esther Bard JaquaysSpringfield
 Margaret Roberta JaquaysSpringfield
 Ruby Lillian MillsScotland
 Edna Dare PierceCottonwood
 Myra H. RenshawPortage, Wash.
 Esther May (Shaver) DawesScotland
 Eva Merriman SlasorSpringfield
 Winifred Bell WilliamsColumbus, Mont.
 1910

Benjamin Abraham BoeseCalvin, N. D.
 Valesca Olga DodteNeillsville, Wis.
 Harriet Lois (Kelsey) HalversonLethbridge, Canada
 Hazel Libbie KirkSpringfield
 Ruth Vieda MonforeSpringfield
 Amy Alice MyronFairfax
 Edith Belle StarksMitchell
 Benjamin Heinrich UnruhAvon
 Nina Marie WagnerPerkins
 Alice Henrietta WolffFreeman
 1911

Belinda Mulvina CampbellColumbus, Mont.
 Gertrude DykstraRunning Water

Gilbert Garver Fites	Springfield
Anna Frieda Gretschmann	Springfield
Leita McAdams Hill	Freeman
Laura Lisle Joslyn	Platte
Harriet Lydia Pegley	Springfield
Ida Spurrell	Scotland
Mabel E. Tupper	Running Water
Myrtle Ruth Young	Springfield

Post-Graduates, 1909

Joseph Heinrich Boese	Adams, Mont.
Francis Joseph Farley	Beresford

Post-Graduates, 1910

Leona Hartman	Geddes
John Henry Hofeldt	Santee, Neb.

Post-Graduates, 1911

Ruby Lillian Mills	Scotland
Benjamin Heinrich Unruh	Avon

GRADUATES IN MUSIC

Anna Henrietta (Stephens) Hall, '02.
Robert Holland Frazee, '02.
Alberta America (Monfore) Humphrey, '03.
Valucia Violant (Curtis) Langsworthy, '04.
Gertrude (Colburn) Swayne, '05.
Helen Hunt Hill, '05.
Era R. (Keeling) Kirby, '05.
Irene Veronica Quinn, '06.
Helen Margaret Frazee, '07.
Harriet Lois (Kelsey) Halverson, '08.
Floy Homan Trowbridge, '09.

STUDENTS IN ATTENDANCE DURING THE YEAR 1911-12

Senior Class (Sixth Year.)

Cordelia Colburn	Springfield
Anna Frieda Gretschmann	Springfield, R. F. D.
Mary Wilson Guthrie	Dallas
Emma Webster Hill	Springfield
Helen Hunt Hill	Springfield
Oran J. House	Springfield
Era R. (Keeling) Kirby	Springfield

Ruth Vieda Monfore	Springfield
Nest Valjean Pattee	Springfield
Harriet Lydia Pegley	Springfield
Lorenz Martin Petri	Santee, Neb.
Eva Merriman Slasor	Springfield
Nina Marie Wagner	Springfield

Senior Class (of old five-year course)

Martha Benesh	Tyndall
Louise Amelia Holter	Platte
Louisa Elizabeth Kirk	Springfield, R. F. D.
Hazel Belle Lawson	Santee, Neb.
Anna Pauline Stemmerman	Chamberlain
Ralph Mortiboy York	Tulare

Junior Class (Fifth Year.)

Bessie May Barker	Gregory
Leona Lloyd Burr	Academy
Maude S. Burr	Academy
Anna Sutherland Guthrie	Dallas
Martha Esther Hoopes	Gayville
Eva Elizabeth McAllister	Parker
Aurelia Ruth Morrison	Springfield
Hazel Rebecca Richmond	Springfield, R. F. D.
Owen Miner Rose	Kimball
Anna Catherine Ryan	Lucas
Lillian Marie Sturtevant	Worcester, Mass.
Floy Homan Trowbridge	Springfield, R. F. D.
Elizabeth Ann Williams	Springfield

Sophomore Class (Fourth Year.)

Maurice Putman Babcock	Springfield, R. F. D.
Josephine Benesh	Tyndall
Fred Biittler	Tabor
Paul Herod Brill	Tabor
Blanche Jeffers	Irene
Mary Joy Rose	Kimball
Agnes Mabel Shaver	Springfield, R. F. D.
Clifford Riley Slasor	Springfield, R. F. D.
Edith Lillian Slasor	Springfield, R. F. D.
Mrytle May Taff	Springfield
Hazel Mawhinney Wilson	Wagner
Jay Allen York	Tulare
Beulah Frances Younglove	Stamford



The Hockey Teams on the Missouri River

Freshman Class (Third Year.)

Ida Bakker	Springfield, R. F. D.
Ella Anna Benesh	Tyndall
Addie Maude Carpenter	Plankinton
James Wallace Cooper	Springfield
Gertrude Enora Hanlon	Springfield, R. F. D.
Albert John Hennies	Springfield, R. F. D.
Margaret Catherine Hentges	Parker
Dollie May Hill	Running Water
Edwin Niles Hitchcock	Springfield
Frances Margaret Hughes	Tyndall
Betsey Christina Johnson	Springfield, R. F. D.
Nancy Emily Jones	Springfield, R. F. D.
Alice May Little	Greenwood
David Martin Little	Greenwood
George Edward Merson	Springfield, R. F. D.
Addie Lucile Mills	Springfield
Magnus Peterson Schultz	Ethan
Joseph Bonsall Stevens	Springfield
Clara Amanda Stockholm	Menno
Grace Catherine Tupper	Springfield, R. F. D.
George Cornell Wicks	Springfield

Second Year Students

Erma Agnes Brown	Springfield
Rose Marie Cassidy	Tyndall
Helen Clemens	Wagner
Genevieve Vera Coate	Springfield
Florence Cecelia Crosley	Santee, Neb.
Nina F. Gilmore	Lennox
Ida Grace Gunderson	Lesterville
Mary Elizabeth Gupstill	Springfield
Lassara Ruth Hartman	Running Water
Samuel Hitchcock	Springfield
Clare Theresa Holleman	Springfield, R. F. D.
Alice Horacek	Tabor
Ruth Elizabeth Johnson	Springfield, R. F. D.
Frank Waterman Kelsey	Springfield
Mabel Olive Kesselring	Springfield, R. F. D.
Gladys Evelyn Kibble	Springfield
Eldah Gladys Lumm	Bon Homme
Mabel Cathryn McFarland	Wagner
Harry Glen Mead	Seattle, Wash.
Elma Clarissa Melick	Springfield, R. F. D.
Millicent Lenora Monfore	Springfield

Beatrice Marie Noble	Springfield
Leoti Muriel Patrick	Wheeler
James Milo Pattee	Springfield
Ruth Cecelia Smith	Avon
Emma Susie Stemmerman	Chamberlain
Lewis Chambers Turner	Springfield
Grayce Irene Van Derhule	Irene
Carl Hunter Wallace	Springfield
Ada Lavina Watwood	Springfield, R. F. D.
Laura Alma Watwood	Springfield, R. F. D.
Edwin Dwight Wood	Springfield
Joseph Hofer Wurz	Freeman
Lottie Lavina Young	Springfield
Nellie Olive Young	Springfield

First Year Students

Minnie Lillian Bartekoske	Tyndall
Myrtle Benedict	Wausau, Wis.
Evelyn Boden	Tyndall
Edyth Marie Bollinger	Running Water
Margaret Elizabeth Borszich	Lesterville
Madge Margarite Brill	Tabor
Beulah Constance Chamberlain	Lesterville
Frank Cussans	Milltown
Blanche Almeda DeMelt	Springfield
Roy Eugene Dempster	Springfield, R. F. D.
Jessie Eringa	Running Water
Karl William Gretschrnann	Springfield, R. F. D.
Harriet Letitia Geddes	Tabor
Theresa Elizabeth Hewer	Utica
Carrie Blanche Hitchcock	Springfield
Alma Henrietta Johnson	Corsica
Anna Christina Johnson	Corsica
Arthur Lynn Kibble	Springfield
Caroline Belle Kubal	Geddes
Katharine Viola Kropuenske	Oacoma
Arthur Leslie Lawson	Santee, Neb.
Adolf Madsen	Borra, Denmark
Nell Maude Marvin	Springfield, R. F. D.
Edward Louis Michel	Springfield
Thomas Lee Michel	Springfield
Mary Alma Millar	Wagner
Viola Moe	Wagner
Violet Margaret Schneider	Springfield
Ellen Sylva Slasor	Springfield

Elsie May Slasor	Springfield, R. F. D.
Ethel Ida Smith	Avon
Ethel Pearl Snowden	Springfield
Janet Mabel Snowden	Springfield
Elsie Viola Stigney	Springfield, R. F. D.
Alice Catharine Sykora	Wagner
Emma Irene Taff	Springfield
Clarence Talsma	Springfield, R. F. D.
Lulu M. Thomas	Harding
Nellie Gertrude Van Derhule	Irene
Clara Mate Wallace	Springfield
Robert Eugene Walpole	Springfield, R. F. D.
Myra Roxy Wenzlaff	Springfield
Madge Monfore Whiting	Springfield
Edward James Williams	Kimball
Matthew Celestian Williams	Kimball
Raymond Allsworth Young	Springfield

Special Commercial Students

David Becker	Avon
Dewie Ella Beeman	Tabor
Edward William Brown	Springfield
Catherine Agnes Cassidy	Tyndall
Josephine Ella Drha	Springfield, R. F. D.
Oscar Palmer Gedstad	Lennox
Clyde Roselle Gilmore	Lennox
Henry William Huber	Utica
Martha Rose McKenna	Tyndall
John Lewellyn Morrison	Columbus, Mont.
Walter James O'Donnell	Springfield, R. F. D.
Frank James Pesek	Tabor
Johannes Ploos Van Amstel.....	Yest, Netherlands
Almond B. Schneller	Springfield
Elmer James Spurrel	Springfield, R. F. D.
Sampson C. Thomas	Perkins
Howard Fred Wagner	Springfield

SPECIAL MUSIC STUDENTS

Piano

Ida Bakker	Alma Henrietta Johnson
Bessie May Barker	Anna Christina Johnson
Ella Anna Benesh	Ruth Elizabeth Johnson
Josephine Benesh	Carrie Belle Kubal
Myrtle Benedict	Daniel Little
Evelyn Boden	Mabel Cathryn McFarland

Margaret Elizabeth Borszich	Cecelia Michel
Emylon Margaret Brown	Hartzell Clayton Mills
Alma Elizabeth Brown	Addie Lucile Mills
Leona Lloyd Burr	Hazel Gladys Mills
Maude S. Burr	Mary Alma Millar
Addie Maude Carpenter	Clarice Jennie Monfore
Beulah Constance Chamberlain	Howland Monfore
Helen Clemens	Mary Magdeline Muller
Blanche Almeda DeMelt	Nest Valjean Pattee
Harriet Letitia Geddes	Leoti Muriel Patrick
Nina F. Gilmore	Mary Joy Rose
Hazel Eugenia Gilmore	Anna Catherine Ryan
Anna Frieda Gretschnann	Edith Lillian Slasor
Ruth Olga Gretschnann	Ellen Sylva Slasor
Ida Grace Gunderson	Fern Smith
Grace Lillian Hartman	Ruth Cecelia Smith
Margaret Catherine Hentges	Lillian Marie Sturtevant
Carrie Blanche Hitchcock	Nellie Gertrude Van Derhule
Clare Theresa Holleman	Bessie Wandscheer
Martha Esther Hoopes	Myra Roxy Wenzlaff
Marshall F. Hoopes	Wilbur Gustav Wenzlaff
Alice Horacek	Madge Monfore Whiting
Henry William Huber	Hazel Mawhinney Wilson
Esther Bard Jaquays	Myrtle Ruth Young
Blanche Jeffers	Beulah Frances Younglove

Voice

Leona Lloyd Burr	Mrs. Nano Maarsingh
Oran J. House	Ethel Ida Smith
Worthy Johnson	Myra Roxy Wenzlaff

Violin

Evelyn Boden	Frank Waterman Kelsey
Florence Cecelia Crosley	Alex Wood
Hazel Eugenia Gilmore	Daniel Little (Guitar)
Henry William Huber	

SPECIAL INDUSTRIAL STUDENT

Mrs. Lillian Gaynor

MODEL SCHOOL PUPILS

Eighth Grade

Anna Drha	Omer Rains
Clementine Elliott	Paul Schneider
Leona Gilliotte	Otto Slasor

Ruth Gretschmann
Lorna Guptill
John McCarthy
Nila Mead
Cecelia Michel
Hartzell Mills
Bruce Pigsley

Velma Slasor
Julia Treat
Chester Truesdell
Shelby Turner
Martha Warrington
Wilbur Wenzlaff
Albert Wicks

Seventh Grade

Della Coate
Leta Crockett
Mary Cummins
Raymond Doehler
Esther Gretschmann
Bennie Guptill
Samuel Henderson
Pearl Hoffman
Richard Kibble
Elizabeth McKenna
Mildred Michel

Hazel Mills
Howland Monfore
Myrtle Noble
Percy Noble
Harold O'Neal
Bertrand Rockwood
Frances Slasor
Mamie Sorensen
Mabel Whitney
Eula Woods

Sixth Grade

Bernice Aney
Ward Brown
Blanche Buck
Rachel Cummins
Carleton DeMelt
William Hanlon
Grace Hartman
George Henderson
Eulalia House
Launah House
Alfred Johnson

Ethel Kibble
James Kirk
Howard Noble
Frank Pesek
Edna Schneider
Floyd Slasor
William Slattery
George Taff
Margie Treat
Harold Wagner

Fifth Grade

Floyd Bell
Bernice Brown
Marie Daniels
James Fryda
Bertha Fryda
Dale Gilliotte
Sidney Guptill
Lester Hanlon
William Hill
Arlie Hughes

Erwin Kibble
George Kibble
Daniel Little
Clarice Monfore
Grace Schneider
Viola Snowden
Jack Turner
Harriet Walpole
Eva Warrington

Fourth Grade

True Bell	Ervin Markley
Anna Cunningham	Hudson Mead
Marion Duguid	Violet Schneller
Blanche Haney	Austin Slasor
Frank Haney	Helen Slattery
Roy Hanlon	Harold Smalley
Frank Homer	Alice Snowden
Frank Johnson	Gilmore Warner
Irene Johnson	George Warrington
Madge Lowell	

Third Grade

Onalee Aney	Charles Michel
Elmer Bell	Henrietta Michel
Herod Brill	Bryson Monfore
Harold Brown	Gladys Noble
Iris Coate	Ned Noble
Loretta De Long	Clifford O'Neil
Eleanor Duguid	Naomi Pigsley
Clio Henderson	Esther Shinkle
Leona Henderson	Wallace Slasor
Vance Hoffman	Thomas Slattery
Harold House	Theodore Treat
Hilda Hughes	Hebe Turner
Cecelia Johnson	Eduard Wenzlaff
Lawrence Lowell	Cleo Wood

Second Grade

Clifford Bell	Mary Little
Hazel Bell	Chancey Lowell
Goldie Coate	Owen Loudon
Hazel Crosley	Bessie Raines
Helen Drha	Howard Shinkle
Arthur Gretschmann	Margaret Smalley
Ernest Gretschmann	Marie Sorenson
Margaret Hanlon	Thelma Sorenson
Otto Homer	Blanche Wagner
Burnadette Hughes	Walter Warrington
Fred Johnson	Irene Wood
George Johnson	Orville Wood
Harold Kirk	Denah Zwalle

First Grade

Wilbert Bridgman
Eula Coate
John Crosley
Paul Daniels
Marion Gaynor
Oscar Gretschnann
Raymond Haney
Naomi Hoffman

Alfred Johnson
Hazel Johnson
Harold Kibble
Robert Lowell
Wayne Pelton
Harry Rockwood
Mary Slattery
Blanche Tedrow

SUMMARY OF ATTENDANCE**Normal**

Senior (sixth year) students	13
Senior (old five-year course) students	6
Junior (fifth year) students	13
Sophomore (fourth year) students	13
Freshman (third year) students	21
Second year students	35
First year students	46
Special commercial students	17
Special industrial student	1

Music

Special piano students	62
Special violin students	7
Special vocal students	6

Total	240
Counted more than once	55

Net total	185
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Model

Eighth grade pupils	20
Seventh grade pupils	21
Sixth grade pupils	21
Fifth grade pupils	19
Fourth grade pupils	19
Third grade pupils	28
Second grade pupils	26
First grade pupils	16

Total	170
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